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IN TWO PARTS

PART 1

THE LIBRARY JOURNAL

VOL. 57 February 1, 1932 No. 3

Economizing to Meet Budget Cuts
Jessie Welles

Unemployment Among Librarians
James I. Wyer

Supply and Demand in the Library Profession
Carleton B. Joeckel

Centralization of Book Orders Through Competent Agencies
Lawrence Heyl

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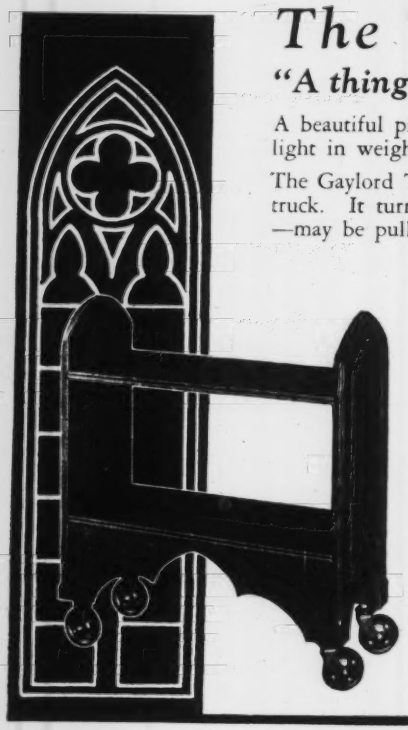

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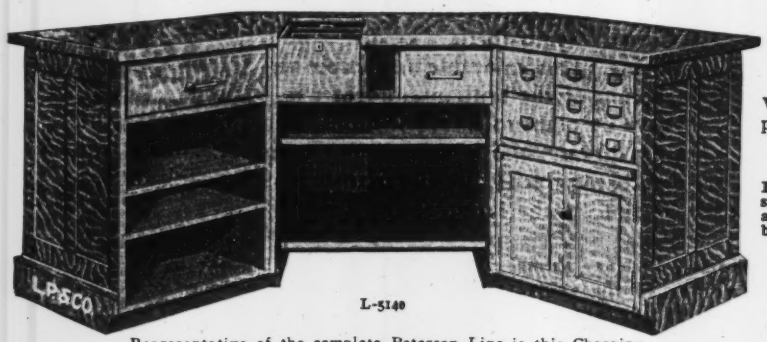

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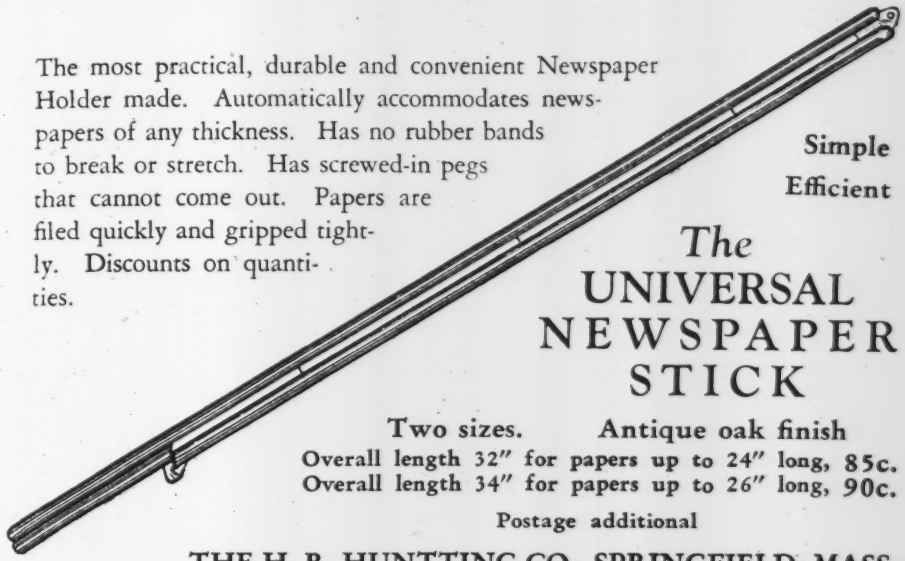

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Forthcoming Issues of THE LIBRARY JOURNAL

The articles scheduled for the February 15 issue include, "Some Observations on the Reading of University Students" by Samuel W. McAllister, associate librarian of the University of Michigan Library; "Work of Student Assistants in College Libraries," by Mary E. Downey, director of the Chautauqua School for Librarians; and "Two Studies of Circulation Per Assistant," by Harry Devereaux of the New York Public Library. This issue will also include the High Points of the Program for the New Orleans meeting; since the release for this program did not reach us until this number was in press and was too late to be included.

Plans for a Department to be devoted to Small Libraries are being formulated. Just when this Department will start cannot, at this time, be definitely stated, but we hope in the near future. The previously announced Checklist of Current Bibliography will start with the next number.

The annual Equipment number is scheduled for March 1.

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THE LIBRARY JOURNAL

Supply and Demand in the Library Profession

By CARLETON B. JOECKEL

Professor of Library Science, University of Michigan

NO REALLY THOROUGH appraisal of the significance or importance of the American library movement, particularly during the last quarter of a century, has ever, to the best of my knowledge, been set down on paper. Indeed, the whole history of American libraries is a virgin field for the social historian. The librarian himself, always a pragmatist, has been much too busy doing things to take time for an objective view of himself and his works. The great responsibilities and opportunities confronting him on every hand have left him little leisure for mere contemplation or philosophical speculation as to the meaning of what he has been doing.

We in the Association of American Library Schools know, of course, that one of the most interesting phases of library development since the turn of the century has been the increased emphasis on recruiting and training for what we now generally call the profession of librarianship. But here again, those most interested in this matter have been too absorbed in details to do much more than keep the wheels turning. Such investigations as have been made in the field of library training (and I do not minimize their importance) have been directed primarily at standardization and at better organization of the system of schools which has been growing up,—a good deal like Topsy, I am afraid.

It is to be hoped that fundamental considerations such as these will before too long receive the attention they deserve in order that we may have urgently needed guidance in the difficult days ahead of us. I might easily make nominations of individuals well qualified to make the sort of studies I have in mind.

I must hasten to say that these apparently random reflections are not offered as mere introductory space-fillers but rather for a purpose which is clear in my own mind though difficult to express briefly in words. The atmosphere of recent years in the library world has been, to say the least, hectic. Much of our work has been done under the lash of time and pressing circumstance; and conditions certainly have not been favorable to the formulation of sound and enduring policies. In the limited field of our own particular interest, we must recall that we are dealing, not with affairs of the moment, but with matters affecting the whole working lives of many librarians. What the library profession of the future is to be depends largely upon what we in the faculties of the schools make it, particularly, may I say, upon the number and quality of the people we admit to our courses. Viewed in this light, even the apparently simple and prosaic question of supply and demand in the profession assumes an aspect

Paper read at the meeting of the Association of American Library Schools, Chicago, December 28, 1931.

of basic importance. I do not flatter myself that I shall, this evening, get to the bottom of this difficult question, but I do hope to be able to scratch its surface.

Let it be clearly understood that I offer no apology for making a quantitative approach to a discussion of what I believe is the most serious problem likely to confront the Association of American Library Schools in the next few years. I realize well enough, I think, that librarianship is more than a matter of statistics, and I am willing to do what I can to make it so. However, until we understand and analyze the basic question of the quantities involved, we are not likely to arrive at any proper judgment regarding the more important question of quality.

I must begin by admitting that it has always seemed to me little less than astounding that no organization in any way responsible for the solution of the important problems of supply and demand in our profession has ever made a really thorough factual survey of the numerical requirements of American libraries for trained personnel. Not until its sixth Annual Report, that for 1929-30, did the Board of Education for Librarianship comment with any degree of seriousness on this subject. Even in its latest report it does no more than recommend that such a survey be made, while admitting that it has not at its disposal "facilities" for the survey. Nor, lest I seem unfair to the Board, has this Association seen fit to do anything official, so far as my knowledge of its activities goes, regarding the matter. Even the present writer, who now presents these strictures, has done little more than talk in a rather obnoxious way about this subject. The "little more" to which I refer will be mentioned later in another connection.

In the advance announcement of this meeting I promised to present my ideas on supply and demand "with and without words." As a part of my contribution in words, let me try to sketch in a few paragraphs some of the important steps in the development of library schools in the last two or three decades. After that, I shall present two charts, showing graphically what has been happening.

Somewhere about the year 1910, there came a gradual quickening in the tempo of the library movement, which I like to label as the beginning of the era of socialization in library history. Perhaps, as we look back upon it, we realize that it was merely a quickening of the pace of the whole world, but at any rate a new emphasis on growth and numbers became apparent at that time. Let us take the year 1908 as the precise date for our attention, because in that year we begin to get some rather significant statistics. It may interest you to know that in 1908 there were 234 graduates from library schools and a total of 10,142 persons employed in libraries. Today there are six times as many graduates annually from the library schools and about three times as many library employees.

Naturally, at the beginning of such a period of expansion, there was what we may call, to use a business analogy, an "employees' market." In the first edition of his *American Public Library*, (1910) Dr. Bostwick referred to a "temporary abnormality in the demand for graduates [of library schools], due to the expansion of library work in the United States—to a constant increase in the number of libraries and to the growth of individual institutions." But he added the prophetic sentence, "this state of things will not continue." In 1911, the New York State Library School issued a pamphlet with the interesting title, *Librarianship an Uncrowded Calling*. Mention was made of "briefless barristers," of "too many and too poor doctors," of "hedgerows .... full of newly fledged doctors of philosophy" willing "to fly long distances for a few hundred dollars a year," and of the rapidly filling engineering profession. Then followed the statements that "librarianship is a neglected younger brother of these better known professions," that "the total product of all the library schools does not nearly supply the normal demands arising from marriage, death, and resignations," and that "strong men of liberal education are sorely needed in library work." Under such conditions as these it is not to be wondered at that the writer of this paper at this very period dallied without particular haste or concern over several interesting positions offered him, finally bestowing the favor of his services on the St. Louis Public Library.

In the succeeding years, the employees' market continued. In the second edition of his book (1917), Dr. Bostwick did not find it necessary to change his statement about the demand for librarians,—nor, I may add, his prophecy as to the future.

Then came the war and the American participation in it. Only a psychologist could describe correctly what happened to American librarians and libraries in those abnormal days. If you will pardon another personal reference, I may say that I returned to my desk after an absence of more than two years spent in trying to learn and practice another profession, feeling entirely ready to resume the quiet and peaceful profession of librarianship. But I soon found that it was to be anything but quiet; indeed, for a time it was

not exactly peaceful, as some of you may recall.

Beginning during the war itself, and accelerating in effect with great rapidity in the years immediately after, there came a period in which there was an almost desperate shortage in the number of available trained librarians. One may turn practically at random to the reports of libraries of every sort and find ample evidence in support of this statement. In 1919, Brooklyn reported 124 vacancies out of a full staff of 398 people. John Crerar said in 1920 that "losses in personnel have been more numerous and important than in any other year." St. Louis gave an "emergency course" in its library school in 1920-21 and lost by resignation 167 persons out of a staff of 276. The University of Chicago had twenty-four resignations in 1919-20 and twenty-eight in the succeeding year. And so on,—but I need not multiply instances. Dr. Carlton of Williams College summed up the situation well enough when he said in his report for 1920-21: "No librarian's report today may be considered complete without some reference to and explanation of the difficulties to be encountered in creating a staff membership. The constant change in personnel (with often a shortage in numbers) is most detrimental to the efficiency of the work. The standard of the profession in general is lowered by the necessity of taking on untrained workers. While libraries complain of the scarcity of trained workers, the library schools accuse the libraries of accepting the service of assistants without library school degrees."

This period of acute staff shortages continued for some years, varying in length and severity a good deal from place to place. These were happy days for library school graduates; the best of them were ear-marked for good positions months in advance of graduation.

Inevitably, the next period in the development of library schools was one of great expansion. I hesitate to put a name to it, but it might be called the Period of the Great Bull Market, or the Period of Ballyhoo, or the Period of Official Exploitation, or more simply and more fairly, perhaps, the Period of Expansion.

The date for the beginning of this movement may be set as 1923, for in that year widespread attention of the library world became focussed on the employment situation. This was the year of the Williamson report and of the formation of the Temporary Library Training Board, the predecessor of our present Board of Education for Librarianship. In this year, too, certain important statistics regarding libraries were published by the Bureau of Education.

One of my charts will show what has occurred in this period more effectively than a long string of statistics. But more effective than any statistics or any chart for me personally was the impression made by the banquet last summer at New Haven of the Alumni Association of the Columbia School of Library Service and its Predecessors, or whatever the official name of that huge organization may be. As table after table in the banquet hall filled with young people of the latest library model, I began vaguely to appreciate what has been happening to the library profession in recent years, and I understood very definitely that I am probably getting to be an old-timer and maybe an old fogey.

But a few figures are really needed at this juncture to clinch the point. There are today at least thirty-three library schools in the United States and two in Canada which offer a full year's course in librarianship. To these should be added perhaps as many as nine institutions where it is also possible to obtain approximately a full year of library training in one way or another. Of the thirty-four schools from which the Board of Education is now collecting statistics regularly, five began operations in 1931, and almost exactly one-half were founded later than the school I represent, which began its work in 1926. The total number of graduates from the thirty-four schools listed by the Board in 1931 was almost 1500,—1499[1] according to my figures,—contrasted with a mere 459 in 1923 and 234 in 1908. Enrollment in these same schools at the present moment is between 1700 and 1800. If we had time to ferret out the facts about the schools concerning which exact information is not available, I should not be surprised to find a total enrollment of almost 2,000 students in one year or two year courses leading to a degree or certificate. And, further, you may not be aware that the total enrollment in library courses in eighty-six summer sessions held in 1931 reached the figure, astonishing to me certainly, of 4,333 students.

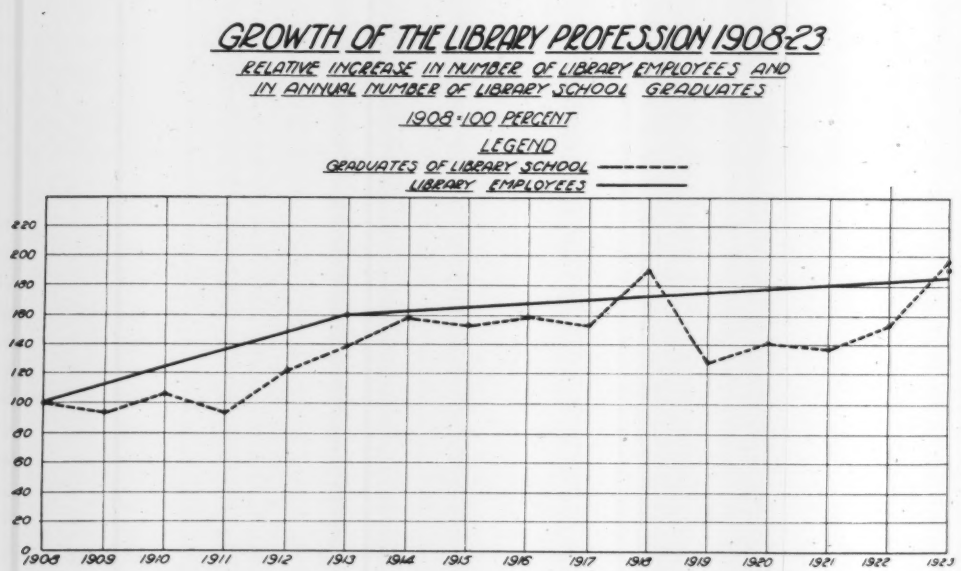
Steadily, insistently, vigorously, during most of this period, the cry for bigger and better library schools and for more schools went up. We were headed for that same permanently higher plateau about which the business forecasters were always telling us. I doubt if it will serve any useful purpose to attempt to fix the responsibility for this very general outcry, which I think we all realize now was

[1] Includes McGill, but not Toronto.

quite a bit too vociferous. Some of us, perhaps, are inclined to feel that the Board of Education should have applied the brakes instead of stepping on the accelerator, but after all what the Board said and did was, pretty largely, a reflection of what the library profession thought and wanted done. All along the line, there was a steady pressure for increased production by the training agencies already in existence and for the establishment of new agencies. Not the least of the causes for the over-emphasis on growth, in my opinion, was the pronounced swing toward a university connection for the library schools. This decided trend made it seem only natural to university administrators that every well-rounded institution might reasonably include a library school. On this subject, let it suffice to say that the responsibility for the situation rests jointly on the whole library profession. Instead of making things worse by saying, "I told you so," let us unite in taking what steps we can to remedy the situation, if remedy be possible.

In the brief period between 1923 and 1931, then, we have run rapidly up the scale from a serious shortage in the number of trained librarians all the way to what seems to be certain over-production. Why has this sudden change taken place? It is easy to say that our well-known friend and associate, the depression, is responsible for it, but that is not enough. The present situation was due, depression or no depression. Again, the charts which I shall show in a moment will help, I hope, in indicating the inevitable course of events. As to the "new era" theory, much might be said, but a mere mention is perhaps enough. If, as Walter Lippmann believes, "the world is passing through one of the great historical changes of modern history," we shall need all the wisdom at our command.

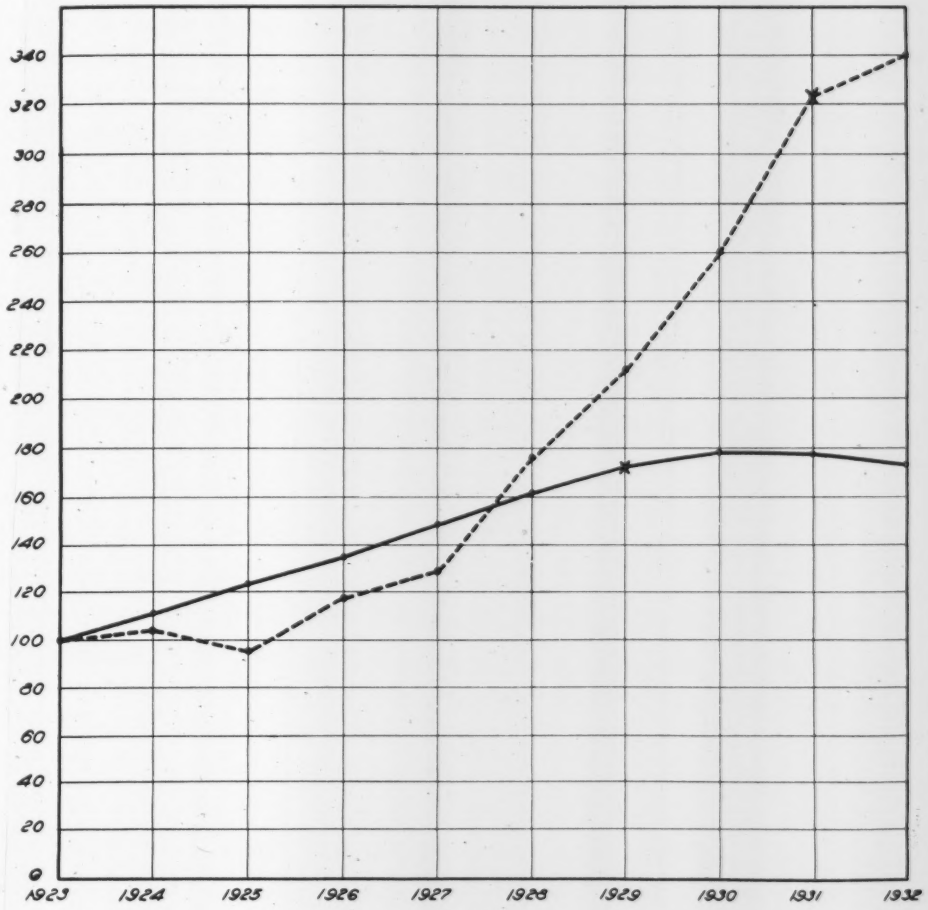
Here I need to emphasize two points which are significant. First, the library profession in America is small, totalling perhaps not more than 15,000 persons who require complete technical training. Only a brief period of large-scale production of recruits is needed to upset completely the nice balance between supply and demand in a group of this size. Particularly is this true when much of the normal demand has actually been the initial filling-up of new or rapidly enlarging fields of library activity, especially the school library field, with their first supply of trained librarians. Second, the library profession is young in the average age of its present membership. The New Haven banquet of Columbia alumni was proof enough for me, but reference to the data of the 1930 Census will, I am sure, bear me out. Even the small necrology list of the A. L. A. is further evidence of the same sort. At this particular moment, the age distribution of the library profession is not at all normal, because such a large proportion of our members are comparatively young. It is likely to be quite a number of years before the "hump" created by the recent influx is flattened out, much like the situation in the corps of officers of the U. S. Army after the War.



GROWTH OF THE LIBRARY PROFESSION 1923-31

RELATIVE INCREASE IN NUMBER OF LIBRARY EMPLOYEES AND IN IN ANNUAL NUMBER OF LIBRARY SCHOOL GRADUATES
DATA ESTIMATED AFTER POINT MARKED X ON GRAPH

1923-100 PERCENT



LEGEND
GRADUATES OF LIBRARY SCHOOL ----------
LIBRARY EMPLOYEES ——————

And now at last we are ready for my charts, which show the growth of the library profession in the two periods, 1908 to 1923, and 1923 to 1931. They are "percentage relative" graphs picturing the relative increase in the number of graduates of library schools and the number of library employees, using 1908 and 1923 as the base figures. The statistics for library employees are from the surveys made by the Office of Education; those for graduates from the library schools are obtained from the various printed records, not by questionnaires.

In studying these graphs, I believe it is reasonable to presume that there is, or should be, a fairly definite and continuous relation between the total number of persons engaged in library work and the number of recruits from the library schools available for the replacement of casualties in the profession. Assuming (and I shall say more about this a little later) that one-half of the persons employed in libraries are professional librarians, it may be stated that the proportion of new library school graduates annually to the total number of professional librarians was one to twenty-two in 1908, one to twenty in 1923, and one to ten in 1931.

You will note, of course, the low points in the increase of graduates in the years 1908 to 1913, and again in the years 1919 to 1922. These dates correspond pretty well to the employees' market periods which I described a moment ago.

And you will note, too, what is happening today. I could not resist the temptation to carry the second graph on a year or two beyond the date for which information is actually available. Each of you may continue the lines in his mind's eye according to his own forecast of the future. And, obviously, it would have been hard to pick a worse time for the system of American library schools to reach a peak of production.

Well, there are the facts, so far as I have time to present them. I need not tell you that to me, certainly, the situation they disclose seems most serious. I cannot escape the conclusion that we have too many library schools and too many students in the schools. Can anything be done about it?

Some of you, reasoning from the many economic analogies which suggest themselves in these days, may say: The laws of supply and demand cannot be artificially controlled; we must "let nature take its course." In a situation such as ours, the acceptance of this doctrine is tantamount to applying the principle of rugged American individualism both to the library schools and to the individuals who graduate from the school. Using another hackneyed phrase, it is like saying that "competition is the life of trade." Only, in this case, the competition is almost sure to become more and more of the cut-throat variety, something we have never yet experienced in our little library world.

Just what will happen if the present overproduction of trained librarians goes on? First, beginning salaries will go down. It is not reasonable to expect that libraries will long continue to pay more than they need pay for the services of young librarians. Already sub-standard salaries are being offered and accepted without argument. Second, trained librarians will be assigned to sub-professional and clerical duties, and thus a carefully built up distinction in service grades in libraries will begin to disappear. This, too, is actually going on in some library systems at the present time. Frankly, these results and others like them may be unfortunate only from the point of view of the librarian. As far as the public is concerned they may be beneficial in increasing the efficiency of library service. However, as one library school director has pointed out, at this point something similar to Gresham's law (bad money drives out good) begins to operate. Poor students will underbid good ones; poorly equipped schools will flood the market with still more poorly equipped students, and so on. Altogether, the prospect is anything but a pleasant one, and I, for one, am not ready to sit back and let natural laws operate without making some effort to ameliorate a bad situation.

The typical, traditional, librarian-like suggestion, of course, is that we make a survey of the whole field of library personnel. The Board of Education in its last report recommended that "a study comparable to the national survey of the education of teachers now in progress should be made to determine the actual needs of the profession." Far be it from me to decry the value of such a survey, but I wonder whether we do not already know nearly as much as we need to know about the facts?

Getting down to the heart of the matter, there are, specifically, three bits of statistical data which are essential in determining our course of action in any effort to control supply and demand. These are: (1) The total number of professional library positions in the United States; (2) the number of students who graduate annually from the library schools; and (3) the average length of the professional career of a library school graduate. Knowing these three items with any degree of exactness, we should be able to

determine the annual needs of American libraries for trained personnel to replace the normal number of vacancies.

Item number two we already know. There were about 1500 graduates from library schools in 1931; there may be 1600 in 1932. This does not, of course, take into consideration the large number of persons who enter library service through training classes, summer courses, or by other means. I am not prepared to state the precise effect of this factor in our personnel problem. Obviously, it reduces materially the number of vacancies available for library school graduates.

Next, how many positions are there in American libraries which require the services of trained librarians? Many such positions are not now, of course, filled by graduates of library schools, but the presumption is that they are likely to be filled by regularly trained librarians in case they become vacant. My estimate, based on a rather careful study of the available data, is that this number is between 15,000 and 18,000. I shall not take much time for details on this point, but some of the statistical evidence may be of interest to you. The Office of Education survey in 1908 showed a total of 10,142 employees in libraries; the Census Bureau in 1910 enumerated 10,722 librarians and assistants. These two independent sets of governmental figures are thus in fairly close agreement. The same agreement is found in the Census figures for 1920 and the Office of Education survey for 1923. Taking the latest official figures available, we find that the Office of Education reports the total number of library employees in 1929 as 31,234. Occupation statistics for the 1930 Census are available for only sixteen states, but one may estimate from these that the 1930 Census will show a total of 28,000 to 29,000 librarians and library assistants. It seems reasonable and safe to conclude, therefore, that the total number of full-time workers in libraries in the United States today is about 30,000.

Not all of these, of course, are, or need be, professional librarians. I believe we shall not be far wrong if we estimate that 50 to 60 per cent of these 30,000 persons are entitled to be called, by reason of training or experience, professional librarians. This estimate is based partly on a careful check of the data published by the Office of Education for Michigan with the actual facts as I know them for that state. I believe a similar ratio would apply fairly well throughout the whole country. In other words, and this is the most important figure I have to present tonight, there are probably about 15,000 to 18,000 library positions in this country requiring trained personnel. Actually, the library schools and their graduates will be very fortunate if they are asked to fill the normal vacancies from 15,000 such positions for some time to come.

Next and last item among the three statistical requirements essential in a study of supply and demand is the average length of the professional career of a library school graduate. Here we are on difficult ground, for who would dare to predict, in the case of a woman at least, how soon she may choose to marry, to resign, or even to die? However, let me be bold enough to hazard a guess that this figure is likely to be, on the average for all graduates, at least twelve years. I have made no research on this point, but I feel fairly confident that I am not over-estimating the length of time. One cannot be perfectly sure of such a figure even for one class in one school, until the last graduate of that class has passed on to his reward. A hasty study of the recently issued directory of the Wisconsin Library School seems to give weight to my estimate. The class of 1907, the first to graduate from that institution, has already averaged about twelve years of service, and ten of its 24 members are still going strong. The average for all the classes in the school up to 1930 is apparently seven or eight years, and many of them are still mere children.

If then, we may assume that there are 15,000 professional library positions in the country and that the average professional career of a library school graduate is twelve years, it follows that, in normal times, the average annual requirements for trained personnel would be about 1250. And do not forget that a considerable number of the available places would inevitably go to training class graduates, to graduates from short courses, etc. Furthermore, present day conditions are not normal for at least two reasons. One is the disturbance in economic conditions, and the other is that the age distribution among librarians is not yet equalized. Believe it or not, in December, 1930, three-fourths of all the graduates of all the library schools were still in active service. In 1929, in the days of the great bull market, I estimated that 1,075 library school graduates were needed annually to keep the profession filled and growing normally. I certainly should not want to increase that figure today.

But this deluge of statistics must be stopped. I crave your indulgence for only a few moments longer while I try, very hastily, to make a few suggestions as to possible future action.

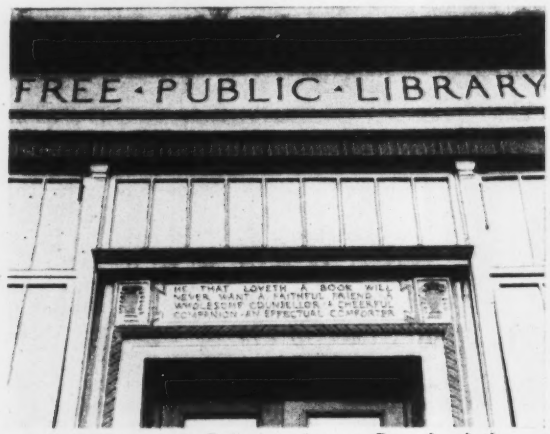
First and foremost, some way must be

found of limiting the number of students now graduating from our schools. We sorely need a Swope plan for the library profession. This, I realize all too well, is a delicate and a difficult subject. The Association of American Library Schools is like the League of Nations in more ways than one. Unanimity is required for effective action, for one thing; for another, its members are, if the truth be told, actually competitors in many ways. Nevertheless, I believe that a group of reasonable people such as we are ought to be able to agree on some sort of a program. As a concrete suggestion, I should venture the following. Let this Association appoint a Committee on Supply and Demand, charged with the duty of studying ways and means for limiting library school enrollment and empowered to recommend actual quotas to our member schools. My feeling is that this committee should be authorized, if it sees fit, to confer with the Board of Education on the whole subject of supply and demand and to act on behalf of this Association in such negotiations.

Second, as a corollary to limitation in numbers, I should urge still greater care in the selection of students admitted to the schools. There is a good deal of serious criticism today of the quality of students coming from the schools,—probably rightly so. As I have already hinted, the quality of the students selected by the schools is all important, far more so, in my opinion, than matters of detail as to their training. The great difficulty is that one needs the wisdom of Solomon in making advance decisions about prospective students. My concrete suggestion here is that a thorough study be made of aptitude tests as a means of judging candidates for admission to library schools. Such tests are now generally used by the medical schools; there seems no good reason why they should not be tried by library schools. In this respect, our colleagues of the Training Class Section are far ahead of us, for they have already been giving this matter their serious attention. Perhaps a detailed report on this subject could be given at our next meeting.

The third step in the general sifting process which I am now advocating is the establishment of a system of interneship for inexperienced graduates of library schools. It is not enough to limit the number of students and to select them carefully. In many cases, only practical experience will demonstrate the real ability of a library school graduate to do satisfactory work. Such a system has many interesting possibilities, which I do not intend to discuss here. I should like to see this subject, also, studied carefully and discussed at a later meeting of this Association.

In concluding, let me remind you that my main concern in writing this paper has been to arouse discussion on the questions it raises or suggests. I presume I shall be called a pessimist, but it is my ambition to be a constructive pessimist. Nothing that can be said by way of refutation of my facts or my conclusions will hurt my feelings, for, secretly, I should like to be proved wrong in every particular.



Entrance to the Bellevue Avenue Branch of the Montclair, N. J., Free Public Library

Unemployment Among Librarians

By JAMES INGERSOLL WYER

Director, New York State Library, Albany, N. Y.

THE WORDING of this title seems to require an answer to the question "Who is a librarian?" One answer might be "anyone who works in a library." For the purpose of the present study, that is the wrong answer. Many persons work in libraries who are not librarians—stenographers, clerks, messengers, pages, printers, binders, janitors, orderlies, elevator men, secretaries, editors, and accountants. Another answer might be "anyone who has been educated for library work in a recognized professional training agency." In theory that is a flawless definition. The time may come when it will meet all conditions. Practically, however, many persons not formally trained or certificated are doing good professional library work. A third definition, "any person chiefly engaged in, or trained for, technical or professional library work as distinguished from clerical, custodial, or other vocational services," is the one kept in mind throughout this discussion. The time for preparation has been short, and the readiest sources of information have been the library schools, the placement agencies, and a few large libraries; for these reasons it may be that the data submitted relate mostly to trained librarians. This has not been intentional.

Librarians, being professional people, do not belong to unions or formal labor organizations of the sort that have so recently been polled by the usual state and federal labor departments for unemployment statistics. The facts and figures here brought together come from:

1. Library schools, in reply to a request of December 1.
2. The Personnel Division of the American Library Association, probably the largest library placement agency.
3. Two teachers' agencies.
4. Seventy-two of the 76 public libraries in New York cities of more than 10,000 population (information as of November 15.)
5. Experience of several large libraries during 1931.

Twenty-one of the library schools circularized report 444 unemployed graduates. Of these, nineteen are men. One hundred and seventy-seven have had little or no library experience, being graduates of 1930 or 1931, mostly the latter. Three of the reporting schools give two years of library instruction, but their figures include all former students who have finished a year of work. Less than 4 per cent of their two-year graduates are unemployed. What these figures do not show is the relation which 444 bears to the total number of unplaced students who are always on school waiting-lists in even the best of years. That 444 is a much larger figure than the normal is intimated by such accompanying comments as these: "The unemployment situation became acute with the class of 1931." "We have never before had difficulty in placing our graduates."

It appears that present unemployment among library school graduates of 1929 and earlier is not much more than usual. It is the 177 inexperienced graduates of 1930 and 1931 who chiefly account for the abnormality in the figure 444. Perhaps 250 is not far from the number of unemployed graduates always on the books of these twenty-one schools with their more than 7,500 active alumni. This leaves about 200 chargeable to the depression.

A.L.A. Personnel Division

Seven hundred and ninety-five library school graduates are registered with the A.L.A. Personnel Division. Of these, 449 (56½ per cent) have positions but wish better ones, and 346 (43½ per cent) are without positions. These registrants are not in addition to those reported by the library schools, for most unplaced graduates register with the A.L.A. also and are encouraged to do so by their schools. Indeed, the correspondence between the figures 444 reported by the library schools and 346 reported by the Personnel Division is a significant suggestion that the two lists are approximately duplicates. Like the library schools, the Personnel Division is unable to say what these figures and proportions were in the past, especially two or three years ago. The assistant in charge, however, believes that up to 1930 her file showed 80 to 90 per cent registered for better positions and but 10 to 20 per cent without positions. At the maximum, therefore, this would indicate an increase of about 160 jobless since 1930—not far from the figure resulting from analysis of the lists submitted by the schools.

Presented to the Council at the Midwinter Meeting, December, 1931.

Teachers' Agencies

One of the leading teachers' agencies has within a few weeks asked for names of those who could be recommended as school librarians and stated that its list of such eligibles is exhausted. Another reports that the number of its registrants for school library positions is somewhat larger than a year or two years ago, but not strikingly so.

Public Libraries in New York State

A questionnaire was lately sent to the seventy-six public libraries in the New York cities of more than 10,000 population. Replies were as of November 15. The questions and answers follow:

1. Has the business depression affected your income in this calendar year 1931?
No, 64. Yes, 8. These eight without exception reported that the income affected was small in amount and consisted of such items as fewer fines collected and reduction in rates of dividends on endowments. In no case was there direct reduction of the sum appropriated by the municipal finance body.
2. Has your tax support been reduced?
No, 67. Yes, 5. But by shrinkage in tax collections, not by reduction of fixed appropriations.
3. Have any salaries been cut?
No, 71. Yes, 1. In the one case an assistant janitor was dismissed. One case was reported of leaving a normal vacancy unfilled.
4. Have there been any recommendations to reduce staff?
No, 69. Yes, 3. But the three all were abandoned after discussion.
5. Has it been recommended that trained assistants be replaced by untrained assistants?
No, 71. Yes, 1.
6. Has the question arisen of continuing to employ married women whose husbands are earning salaries?
No. 70. Yes, 2. But in the two cases there was no dismissal.

In the replies there were numerous indications that salary increases were pretty much as usual during the year 1930, that salaries were stationary during 1931, and that salaries are altogether likely to be cut somewhat in 1932.

The replies include, of course, the circulation department of the New York Public Library and the public libraries of Brooklyn, Queens, Buffalo, Rochester, and Syracuse.

Individual Libraries During 1931

One of the largest public libraries in the country reports thus:

Our employment records show the following appointments, not counting substitutes, for the years 1929, 1930, 1931:

	1929	1930	1931
Professional workers	18	20	15
Untrained and partly trained (salary over $100 a month)	10	11	8
Junior clerks and pages	198	140	65

On the basis of these figures, supplemented by information obtained from interviewing many applicants during these three years, we can say that there is some unemployment among professional librarians and partly trained workers, and a great deal of unemployment among junior clerk and pages. The turnover in the lower grades is usually very heavy, and the comparatively light turnover in 1931 (about 30 per cent of that in 1929) indicates the scarcity of jobs in these grades. The drop in the number of appointments of professional workers, while considerably smaller than the reduction in appointments of clerks and pages, shows the tendency of these workers to remain in their present positions because of few opportunities elsewhere.

The library has made no effort to employ new workers at lower salaries than those which have prevailed for the last few years. We always try to pay what the job is worth, and it does not seem fair to take advantage of the depression to pay less.

Another public library reports many more applications and inquiries than ever before, chiefly from 1931 library school graduates. These have come from all parts of the country. Especially noteworthy is the fact that a library school from which this library sometimes takes assistants is this year initiating placement correspondence.

At Albany the New York State Library and the Library Extension Division report only a few more inquiries than in recent years for positions in the state library and in libraries through the state. These inquiries are mainly from outside the state, presumably from those unfamiliar with New York State certification requirements and seldom from those who have had as much as a year at an approved library school. It is clear that the operation in New York of certification for public librarians, new in 1931, has not in any way increased unemployment, as the law permits issuance of prior service certificates to all now in service. Indeed, certification, even in its beginning, will surely stimulate demand for trained persons to fill many vacancies occurring as the untrained holders of prior service certificates pass out of library work.

The figures showing certificates issued to date may be of interest here:

Two years of library school plus college	23
One year of library school plus college	334
One year of library school included in the four-year college course	301
A half year of library school plus two years in college	244
Prior service certificates, no specific training required	1,201

Special Libraries

One who is in close touch with special libraries, especially in New York City, does not believe that they are contributing very much to unemployment. Knowledge of particular cases is limited to those of two libraries which have been abolished, the staff in each case

small; two libraries which have suffered a reduction in staff; and several where salaries have been cut 10 per cent (a very different thing, by the way, from unemployment).

Turning from figures and facts to explanation or interpretation of them, the following causes or factors contributing to present unusual unemployment may be noted.

First and most potent is:

1. The economic situation—which has resulted in:
(a) Greater insistence on library experience;
(b) Drawing city, state, and national lines more sharply, e.g., city and state civil service tests closed to non-residents; more rigidity in laws governing immigration between the United States and Canada.
(c) Lowering of professional standards by employers, e.g., replacement of trained by untrained or slightly trained employees, as in school libraries where teachers who can get enough dubious summer school training to meet the letter of standards are taking the places of full-time trained librarians;
(d) Cutting library budgets, including library items in school budgets;
(e) A tendency toward more permanent tenure; with positions hard to get, resignations are fewer.

Further factors are:

2. Too many second- and third-rate library schools, courses, and summer sessions, providing a supply of partly trained persons with less education than the first-rate schools will admit, which appears as cheap as it is ill-prepared and inexperienced, but which, generally speaking, is dear at any price. This tends to confuse and obscure standards.

3. Lax insistence on entrance requirements by library schools, especially on those elusive qualities known as personal aptitude and fitness. The schools would better train fewer persons, chosen with the utmost care, than to graduate so many who cannot be heartily recommended. It was easier to decline or sidestep mediocrity before so many of the schools were part of colleges and universities.

Additional observations have been made by contributors to this study, and some which can be detected between the lines seem likely to be of interest.

1. At present it is much more difficult than ever before to place those without experience.

2. Probably the total number of unemployed graduates of the class of 1931 would be less if the students had realized the difficulties connected with placement this year and had been willing to waive preferences early last spring and accept fairly satisfactory positions that were offered them.

3. Beginning salaries for the newly graduated appear to have dropped more than the cost of living.

4. Many now on the unemployed lists would be there under any economic conditions.

5. Second-year graduates are easily placed.

6. Fifty per cent of students unemployed before 1929 are placement problems.

7. Two reasons why men are easier to place than women are indicated:
(a) Fewer and less strenuous geographic inhibitions;
(b) Fewer and less strongly recognized family ties and obligations.

8. One employing librarian rejoices for the sake of both employer and employee that new graduates can now be required to begin at the bottom.

9. The more and better the training the easier it is to get a job.

10. A school that graduates more than one hundred annually says, "We have had more requests in the past year for experienced people than can be met."

11. The school now in existence which has the lowest percentages in the unemployment lists is one which has always strictly limited its numbers and selected its students with unusual care. The school records show three-fourths of 1 per cent of its total number of graduates and 1 1/5 per cent of its "working" graduates as without work and desiring it. The A. L. A. personnel records are 1 1/3 per cent and 3 per cent, respectively, for the same school.

12. Perhaps the situation among mature librarians is correctly stated by Columbia thus: "We have no reason to think that unemployment is at all prevalent or distressing in our two old alumni groups, Albany and the New York Public Library School." Columbia's placement record shows seventeen and eleven names respectively, and the A. L. A. personnel records twelve and ten for these two groups.

It remains only to express the writer's deep obligation to all who have furnished data and comment and especially to thank the library schools for clear, exact information so quickly supplied.

Winter Branches

When winter-time grows weary, I lift my eyes on high
And see the black trees standing, stripped clear against the sky;
They stand there very silent, with the cold flushed sky behind,
The little twigs flare beautiful and restful and kind;
Clear-cut and certain they rise, with summer past,
For all that trees can ever learn they know now, at last;
Slim and black and wonderful, with all unrest gone by,
The stripped tree-boughs comfort me, drawn clear against the sky.

—MARGARET WIDDEMER

Economizing to Meet Budget Cuts

By JESSIE WELLES

Assistant Librarian, Toledo, Ohio, Public Library

IT IS QUITE CERTAIN that all virtuous librarians, such as make up this audience, have read everything there is to say upon economizing to meet budget cuts, for it all has been said and said well, and then summed up ably in the last A. L. A. *Bulletin*. Do you remember Samuel Johnson's definition of darning? He said it was mending a hole in imitation of the stuff of which it was made, which serves well to describe the process of telling people all about something which those people know all about. If you challenge that simile, at least one thing will have been said in this paper which incites discussion.

After a year of successful penny-counting any library must show results other than mere financial solvency, and in reports on these by-products of a given economy program the forward-looking executive finds grist for his mill.

We have had such reports, from Grand Rapids over a year ago and from Chicago recently, and venture to supplement them by a few observations on what an economy program has done to the Toledo Public Library in the past year. In short, this paper is not on what to do nor on what has been done, but on what the program adopted did to the library.

Before the opening of the fiscal year, January 1, 1931, it was decided to operate on a safety budget, under-budgeting activities below the actual reduced appropriation figures to anticipate further slump in the general financial situation and possible shortage in tax returns. By mid-summer the sudden closing of most of the city's major banks justified this policy, and the end of the year found the library's 1931 expenditures within its actual income.

Complete absorption in the process of economizing gave way to consideration of where the library finds itself as a result of the economy policies adopted for 1931 and whether they are tenable for 1932, which bids fair to be more poverty stricken than 1931.

The value of the results must be measured by applying certain basic principles of administration, in fact those principles upon which the plan was formulated, such as:

1. The library is permanent. Our administration is temporary and merely incidental, and so is, we dare to hope, the economic crisis. Let us consider each item of economy in relation to the whole future of the library, seeking to avoid weakening its basic structure or impairing its future welfare.

2. Let us consider thoughtfully the rights, wishes and temper of the personnel of the constituency. In times like these, good sense suggests that the human element be studied with especial care and such wisdom as we possess, making changes which affect readers and staff only after tolerant, balanced weighing of pros and cons and placing the idea before the readers and the staff in advance of the change, with tact and frankness.

3. Let us scan methods constantly for efficiency, using cheap people for simple routine.

4. As a special economy principle, let us try to make the total cut a horizontal one, rather than to cut deep into one or two items of expense, remembering that to cut hours or quality of service means to cut staff, and vice versa, and to watch such inter-relations.

5. Let us at all times consider and analyze relative values.

Having tried to follow these principles we find ourselves as follows:

We have had a heavy increase in the use of the library but we have made our goal with no cuts in salaries or staff. As resignations left vacancies, the work was carried on by shifts in staff and by everyone doing more. When essential to add a head and a pair of hands, duties were adjusted so that the new appointment could be to the lowest grade. The temporary discontinuance of the training class at the end of the school year 1930-1931 left a class of thirteen unplaced, all of whom have since been employed at least half time, except one who went into other work. The staff, therefore, registers content and appreciation of the way the year's economies were managed, having been kept in touch with the administrative problems throughout the year by fortnightly *Staff Notes*, reporting discussions in meeting of executives.

A horizontal cut averaging 10 per cent was made in all other expenditures, the heaviest being in furniture, equipment and repair but not so heavy as to menace the future.

Opening hours were cut slightly everywhere

Paper presented to the Council at the Midwinter Meeting, December, 1931.

and a few small agencies, which had a minimum of patronage and were fairly near other agencies, were closed. This cut in hours has been accepted by the public as reasonable, and, although moderate, has made it possible to carry the heavy increase in reference and circulating work by interchange of staff personnel to meet daily needs and emergencies.

Book buying shows a 25 per cent reduction in expenditures from tax funds. The Children's Department reduced replacement orders, but rebinding was speeded up to avert empty shelves; the Technology Department, after studying its problem, reduced greatly its current book buying and concentrated on filling in gaps in needed subjects; the Reference and Circulating Departments and branches bought adult non-fiction for current use and demand, omitting background and research material unless super-important. The result of these policies is that the 500 and 600 collection is better balanced than ever before and ready to meet the 20 per cent increase in questions, while the only complaint from readers in other departments is that the new books lists are bewildering because every book is so good and they cannot read them all.

Perhaps the most drastic economy measure was the placing of all adult new fiction titles and all added and replacement copies of adult fiction for Main and branches on a rental basis, the only exception being new copies of classics. The new titles rent for two cents a day, the others for one cent, the two-cent ones entering the one-cent group in six months, at which period all one-cent copies are made free. It is believed that the tolerant acceptance of this rather sweeping measure was due to the carrying out of an established policy of frank and full advance information to borrowers about a contemplated change of any kind. In this case printed leaflets were distributed before the practice was initiated, and kept conspicuously displayed for months.

Fiction on a Rental Basis

Fiction for adults bought in 1931 is lent on a rental basis
New titles rent at two cents a day
New copies of old titles rent at one cent a day
No charge is made for Sundays or other days on which the Library is closed

This is one of the methods by which the Library hopes to meet the reduction in the 1931 appropriation without cutting service
The rental plan will make the new fiction collection self-supporting. When there is a surplus some books longest in the collection will be made free.
Rent books are due in two weeks
They are not renewable
WATCH YOUR BOOKS FOR RENT LABELS
Please note that most of the fiction is still free

Rent duplicates of new books had always been freely used in the Main Circulating Department where the fiction per cent for 1930 was 61. It was expected that 1931 would show a drop in the use of fiction, but at the end of the year the fiction circulation is again 61 per cent, in spite of the rental plan. The older free books were used more generously than heretofore.

The total expenditure from the rent fund for the Main Library and branches in 1931 was $5,600 as against $2,500 in 1930. The collection is paying for itself.

The Order Department staff, reduced by one third, handled orders amounting to 75 per cent of those of 1930, and also "brought up arrears," as Mr. Goodrich calls it, by putting through or otherwise disposing of a reserve stock of gift material.

In October branch shelves were so depleted that a plea for gifts was sent out to a selected list of book-buying people and also enclosed in book mark form in packages delivered from the book departments of the large department stores. This same copy was used for small posters which were displayed in all the library agencies, in book stores and book departments, high schools, the Woman's Club, and other haunts of reading people. The "copy" reads as follows:

Books, Depression and the Library

Since October 1929 the demand upon the Toledo Public Library by men and women has increased 40 per cent. More leisure, voluntary and involuntary, and the desire to employ that leisure decently and profitably have sent hundreds to the Library. At the same time the Library's income has suffered severe reductions—you are familiar with the plight of public institutions.

It is impossible to buy enough new books and new copies of old ones, yet every effort must be made to give Toledo good book service now when wholesome yet inexpensive recreation is so needed.

We are therefore appealing to people whose interest in the cultural life of our community is known. Can you help the Library and through it the whole community by donating books from your personal library? Good recreational fiction, biography, history and travel are most desired but almost any book can be put to use. Books may be left at the Main Library or at any branch. If many can be given, our delivery man will call for them if the library is notified.

CAN YOU GIVE BOOKS?

This produced 1500 volumes of a high average of usableness and also many expressions of good will.

The Order Department, therefore, finds itself caught up on arrears and in friendly contact with a number of bookish people, many of whom were not library users.

And what of the Catalog Department?

With a reduction of 1562 in new titles added, and a staff almost intact, it also has "brought up its arrears," recataloging 1597 titles (thirty five more than the loss in new titles) and, feeling the impetus-to-accomplish which is in the air, is recataloging the whole book collection by class, and revising various oddities in the catalog. These activities now are so established that they will carry on into the future by their own momentum, expediting service to the public, then and now, by making the catalog more effective.

The department staff was kept intact by a happy lack of resignations and the policy of the administration to use this time of new book shortage to establish much needed revision essential to service, a determination strengthened when tested by the policy of looking to the future.

So the Catalog Department finds itelf actually profiting by a lean year, the other departments find the catalog revision so helpful in giving service that no envy creeps in, and the public, whether it knows it or not, is profiting by the result.

The temporary discontinuance of the Training Class is a source of sincere regret. While the necessity for working with a short staff has precluded the appointment of all of last years' class to full time positions, they will be absorbed later, as resignations cumulate, and as the saturation point is reached in the use of pages and clerks for minor duties. Then the need for some system of training will become acute.

The matter of binding has proved important in the economy program. The endeavor to keep usable books available has led to the acceleration of binding pace, and a study of periodical binding has resulted in effective economies in voluming.

Taking it all in all, the Toledo Public Library finds itself with a staff on tiptoe to serve, and cooperating more and more actively through the increased inter-relations of work, a book collection which is being made more effective and more active by every possible means, and a patronage which is upholding its policies of economy and cooperating cheerfully in their administration, and is using its resources more fully and more expertly every day.

There seems to be a glint of silver lining.

Centralization of Book Orders Through Competent Agencies

By LAWRENCE HEYL

Chief, Acquisitions Department, Princeton University Library

MANY OF US know that there is a large variety of agents through whom college and university libraries purchase European publications. This fact is evident from conversation or from correspondence concerning the merits of this agent or that. I have felt for some time that the lack of centralization of orders through a smaller number of agents is a loss to all of us. And so, in order to obtain the actual facts, and possibly to be able to outline a few suggestions, I resorted last year to the much overworked letter of inquiry.

I took the liberty of asking sixty college and university librarians to tell me where they secure the ordinary run of books, published in the larger European countries. The replies show a great lack of uniformity in practice. In some cases orders are given to different dealers in the same cities. A few dealers are unsatisfactory. There are, undoubtedly, good reasons for some of these methods of ordering, but I can not help but feel that in many cases it will pay to make a study of the service secured. On the whole, this method of distribution of orders means additonal cost to a library. A smaller volume of business makes a dealer less able to give proper service and to offer special inducements; when several dealers handle the business of one library, the correspondence is heavier, and the number of bills handled is greater. The last two points are real items of cost in library administration. The alternative to this method of placing orders is to have as few agents as possible, agents who are recognized as competent and reliable, and capable of handling a large volume of orders.

The handling of any volume of business is done best where the equipment is adequate and where the personnel is trained and sufficiently large. It follows that a large volume

of business makes it more possible to develop these two factors. Increased efficiency results from this development and the buyer as well as the seller benefits in various ways. The purchasing of current books and the placing of orders for continuations are under consideration here, so I shall attempt to show how the general statements just made can be applied to book dealers who sell largely to libraries.

A properly organized book firm that supplies books to libraries will first of all have departments to care for the various types of orders. These departments will be large enough so that the average amount of absences of members will not upset the routine of work. They will not consist of one person who may be shifted temporarily to another desk because someone else is away. Some time ago I actually encountered a case of this sort. Our continuations were very much in arrears, and letters were not answered. I called on the dealer in Paris in order to determine just what was the trouble. He showed me letters from a number of libraries, which had accumulated for three or four months, and explained that the person who was to have handled the problems was filling in elsewhere in the establishment. This is a striking example of what can easily happen in an improperly organized firm, and it is typical.

An organization such as I have in mind must be a large one, with a large volume of business, otherwise it can not afford to carry out the requirements stated here. And it goes without saying that organization is not everything. The firm must also be recognized as reliable. There are firms that meet these requirements and the gist of my proposition is that the university and college libraries in this country place their orders so that such firms will receive them. I realize, of course, that where there is intensive purchasing in special fields, it is often advisable to place orders with dealers who are specialists in those fields. In the case of Egyptology, for instance, there is a dealer in Paris who gives better servce for French and Egyptian publications than do other dealers. Incidentally, he also publishes several titles in this field. Orientalia is another special field, and there are others. Obviously, special fields require separate treatment, and they do not conflict with the main point of this paper. And allow me to repeat that this discussion applies only to books that do not fall into the category of rare books. There the story is an entirely different one.

Admittedly, the concentration of orders for American books is the most difficult to bring about. There are many reasons, local or otherwise, which make it advisable to order from certain dealers, and when in dire straits, we can always get out of tight places by means of the telephone or by telegraphing. Also, the American orders present fewer problems, excepting when you come to standing orders for series or for sets of authors in process of publication. Most of our books and pamphlets do not present the problems that do so many European titles, which are parts of, or extracts from series or periodicals, and are sometimes parts of larger works.

These are the cases where the agent for European books must give intelligent and accurate service, and right here is where so many agents fall short. On the Princeton book order form is a regulation which requires reports on all titles which are parts or extracts, unless the fact that they are such is mentioned on the order by us. Very frequently smaller dealers, with whom orders have been placed because of special offers, will neglect to make such reports, with the consequent return of titles which are not wanted after examination. The larger dealers who receive orders regularly, very seldom slip up on this very important point.

Standing orders placed with smaller dealers are often in arrears. My experience has been quite the opposite where larger and more competent agents are concerned.

At this point it is necessary to introduce a few figures. The totals of book production by countries are for one calendar year.

	Titles published	Number of firms employed	Firms with bulk of orders
England	14,686	17	4
France	11,000	16	4
Germany	27,002	9	2
Italy	8,442	12	3
Spain	2,310	17	3
Scandinavia	7,514	19	3

These figures give only the bare facts. A further analysis shows that several libraries divide orders between large, well organized firms, and smaller ones. Sometimes the orders are divided entirely among smaller firms. Some of these are undoubtedly cases where orders are placed for certain fields of purchase, but there is one instance where a library buys Italian books from a good agent in Italy and also from one in Paris. This Paris agent does not give good service for French books. One library secures Spanish books through a very good agent outside of Spain, and one in Spain, and the Spaniard is not known as an exporter for libraries. Scandinavia shows several dealers where one library is their customer, explained largely by the fact that there

are three countries. On the other hand, the three large agents who handle most of the orders for all Scandinavian books are outside of the three countries.

The replies from the libraries show that there is great variety of agents in the countries that produced the fewest books in one calendar year. Obviously, the fewer the books published in a country, the smaller is the volume of business that is possible. Of course, this can be offset by quantities of copies purchased, but orders for quantities would have to be very generous to equalize, for instance, the twenty-three hundred titles of Spain with the twenty-seven thousand of Germany. Spanish books are secured through seventeen different agents; German through nine. The reason for this, I think, is obvious. It is apparent that where there is no recognized, well organized, agent, libraries try different ones, with varying results. In fact, some libraries try first one dealer, and then another, for the same titles. This one phase of the problem is a strong argument in favor of the proposal suggested by this paper. Sometimes it pays to combine countries. I see no good reason why Scandinavian books, for instance, should not be purchased through Leipzig, or some other central point. Orders for several other smaller countries can be placed through dealers in larger countries.

The more I consider this problem from various angles, the more am I convinced that we shall all benefit if ths idea of concentraton of orders is carried out. This is not a plea for standardization, nor is it an argument in favor of any particular dealers, although I know that if specific dealers were mentioned, this paper would present a much stronger argument. Obviously I cannot give here the names of any dealers.

In concluding, may I repeat that the best reason for centralization through competent agents is that that is the surest way of securing the service we want. The future also is safer with a large, well organized firm. Such a firm usually is likely to remain in business for longer than the lifetime of the proprietor. Small firms, no matter how well managed they may be, often cease with the death of the owner. This means a break in continuity of service, and a transferring of unfilled orders, continuations, etc., which involve a great amount of work and confusion. If there are not one or two outstanding agents for any one county, let us talk over the situation frankly with one or two smaller dealers who are competent, and make it possible for them to develop their businesses into sizable ones along the lines stated at the beginning of this paper. If this is not advisable, a dealer in another country can be selected. In any case I should not recommend only one dealer for any large country.

A few librarians who answered my letters of inquiry expressed interest in a discussion concerning agents for rare and out-of-print books. Such books are most decidedly in a class by themselves and no general rule can be followed concerning them. Knowing where to turn for sources of supply means knowing the second-hand book trade. There are all sorts of specialists, and in each class some are high priced and some are not. Some dealers are good at searching for things, others supply the book if they have it, otherwise, they forget completely about the inquiry. There are handbooks that list the dealers of the world and give their specialties, and there are means of advertising. The most workable scheme that we have developed at Princeton is that of want lists. Titles that cannot be secured through the usual channels are typed up on lists by subjects, these lists are sent out to five or six dealers for each subject, and those dealers submit quotations from time to time. The orders encourage the agents to search, and in the course of a year, a great many titles are secured by this method. The lists are rewritten once or twice a year, and are usually sent again to the same agents. This procedure assures the agents that we are still interested. These lists also take care of titles that must not be forgotten, and make it possible to keep the titles alive without letting orders remain in the outstanding file an indefinite period of time. The lists also help to keep the faculty satisfied, and this point cannot be overlooked.

Reading has changed the world and continues to change it. When the day of judgment comes therefore and all secrets are laid bare we shall not be surprised to learn that the reason why we have grown from apes to men, and left our caves and dropped our bows and arrows and sat around the fire and talked and given to the poor and helped the sick—the reason why we have made shelter and society out of the wastes of the desert and the tangle of the jungle, is simply this—we have loved reading.

—From Virginia Woolf's essay on "The Love of Reading."

Librarian Authors

ELIZABETH HOUGH SECHRIST was born in Media, Pennsylvania, in one of the oldest houses in Media; her grandfather, who was professor of Greek and Latin in the old Shortlidge Academy, lived there before her family. The house is still furnished with the old furniture of her grandparents' days, and the old books in the bookcases of the library are the ones collected by him. It was from this library that she learned to love and appreciate good books. She was one of a large family of eight children and one of the happiest recollections of her childhood is of the hours when the entire family sat and listened to her mother read aloud. Another vivid memory is that of her first story-hour experience. She tells of this experience in her own words: "There were 'four big ones' and 'four little ones' in our family and I, being the eldest of the four little ones, was compelled to go to bed early with the three smaller children. But there was some compensation. Every night for years I told stories to the others. My! What a land of enchantment those stories took us to. The stories were often continued from night to night, and I wove into them anything suggested by the others (if it suited my fancy). They were allowed to take turns ordering incidents that were to take place in tonight's story."

She graduated from Media High School in 1922, but she tells us that her school memories were not particularly happy ones, for she never liked school. She explains this by saying, "Perhaps this was because our home life was such an unusually happy one, our companionship there so satisfying that we felt no need for outside friendships. In a way I think this was rather a pity, for it was not until we had grown up and gotten out of school that we learned the value of true friendship."

After graduating from the Carnegie Library School of Pittsburgh in 1924, she became a member of the staff at the Pittsburgh Library, which position she relinquished the following year to become head of the Children's Department at the Bethlehem, Pennsylvania, Public Library. In 1930 she was married to Walter Levere Sechrist and her home is now in Philadelphia.

Her book *Christmas Everywhere!* was published by Roland Swain Co., Phila., in 1931. Just why it was written is explained in the followng excerpts from the preface: "One day near Christmas when the children of the Public Library were standing in line for the story-hour, two boys came to a disagreement as to whether or not there was a Santa Claus! It started us all to thinking. There were two sides to the argument of course. Some of the boys and girls were very skeptical about the matter. The rest of us were just as firm in our belief that Santa Claus is real. With such differences of opinion, we decided that the best way to settle the discussion was to make a thorough investigation. The thought occurred to us to find out what other children believed about Santa Claus. Why not make a search into other countries, and discover how the boys and girls of the nations far away celebrate their Christmas? And so that is what we did. We delved here and there, searching in every place where we thought we might discover something new about Christmas. We soon found that there were many strange customs in the celebration of the Yuletide in other lands. Most of these customs, we found, were much older than our own. But in spite of the fact that there was such a difference in ceremonies and celebrations, and even in the languages spoken, there was one thing which was the same everywhere. That was the universal Christmas spirit! It made us feel more than ever that the boys and girls all over the world were very much like one big family after all! And what about Santa Claus? Oh, he was there! It was not difficult to recognize him, even though his name was not always the same. He was Santa, Pelznickel, Tomten, St. Nicholas, and lo, even the Christ-Child! We seemed to find him in every place where the children had the belief of him in their hearts. He was real to all who knew how and where to search for him."

Elizabeth Hough Sechrist

THE LIBRARY JOURNAL

February 1, 1932

THE CLEAR, compact and altogether admirable presentation on behalf of the Executive Board of the plans and projects and financial resources of the American Library Association should receive the careful consideration of every member of the profession. The resources, thought adequate for much good work, are not unbounded and choice must be made, as the statement indicates, between intensive work in selected fields and the general work proper and indeed necessary for the national organization. There will probably be general agreement on the wisdom of the course which is outlined, althought in view of the oversupply at the moment of graduates from library schools unemployed in the present depression, it may be questionable whether emphasis should be placed on the enlargement of the work of training for librarianship. The organiaztion of the A. L. A. is now complete and comprehensive beyond that of any other of the learned societies so-called, but its fields still seems boundless, although its resources are not.

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MELVIL DEWEY'S death, though he had expected to survive all his contemporaries, leaves three members of the 1876 A. L. A. conference still in the land of the living. These are R. R. Bowker, still active in editorial and business relations, though living much of the time at Stockbridge, Charles Evans, the veteran bibliographer, still engaged in his *American Bibliography, magnum opus,* and Miss E. Fannie Whitney, librarian emeritus of Concord, Mass., in recent years confined to her home in that historic locality. And now not only the succeeding generation but the next generation thereafter come to the front in the fruition of the work which the elders pioneered for them. The Dewey supplement with this issue of THE LIBRARY JOURNAL honors with tributes from many friends the memory of the man who did most of all to make the American Library Association and the library profession what they are today.

AT LAST the organized theft ring which has been making inroads upon libraries throughout the East has been traced to its head and the culprit has been given three years indeterminate sentence, which should be a substantial deterrent against book thievery. Students or make-believe students were used by the ring to purloin volumes which would have considerable value in the market for rare books, and it proved to be a professional dealer in rarities who was the head of the ring and planned the individual thefts. Now its remains to follow up thievery of another class, the more wholesale theft of books not rare but of popular interest sufficient to ensure sale. With equally careful and effective work in this field book thievery ought to prove an unsatisfactory profession.

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WE EXPRESS our regret and our apologies to the A. B. Dick Co. that a letter seriously impugning a certain mimeograph ink inadvertently escaped proper editorial consultation and was printed without our usual reference in such cases to the manufacturer for reply. The letter from the A. B. Dick Co., printed in this issue, to which we call special attention, should be read by all those who read Miss Eaton's letter, and so far as an independent investigation made on our own part has brought results, these are fully in line with the statement in the letter of correction. No other case of harm from mimeograph ink other than that alleged in the letter of Miss Eaton has come to our attention, despite specific inquiry from large users of the mimeograph process.

Library Chat

An Old-World Library

IT IS SO LONG since I was a librarian that there is almost a paleontological flavor about my memories. My experience was distant in space as well as in time: for my field was that Ultima Thule, Scotland. The actual place, however, was not so backward, for Glasgow even in those early days had a somewhat transatlantic atmosphere. Americans have always found themselves a little at home there, but not the most robust good-will could have made an American at ease in my old li-

brary, as it was handed over to me sixty years ago. Let me confess at once that it was only a Sunday School affair, and was housed in a dingy little room just under the minister's vestry. But there were three thousand books there, and their manipulation embodied a great general principle.

The fundamental basis of the whole was the law of proportion in the matter of size. It was taken for granted that the size of the book issued should correspond to the size of the borrower: big boy big book, little boy little book. On the week before I took office I saw a small boy of seven moving away contentedly from the table bearing a suitably small book by one of your distinguished divines, whose name has escaped me, but whom some of my readers may be able to identify by the title of his work, which was *The Crisis of Being*. There were in the library some books still smaller than the *Crisis*, but not many. It represented the seven-year-old-stage, and was succeeded by gradually enlarging tomes culminating in a huge bound volume of the *Illustrated London News* covering the period of the Crimean War. When a reader reached the stage at which he was awarded this crowning folio it was the correct thing to keep it out for two weeks, and then hand it back solemnly and, entering the ranks of the emeritus, trouble the librarian no more.

The size-correlation principle was so fundamental that it dominated the whole situation and carried certain other principles in its train; thus to preserve the proper relation of size it was necessary to make the rule that you took what the librarian gave you, and asked no questions. In fact when I assumed office I caused some surprise, and indeed suspicion, by asking my customers what sort of book they wanted.

"We didna need tae tell him," was my first reply, in which sentence *him* referred obviously to my predecessor of the cast-iron method. But the news of this literary enfranchisement rapidly spread, and on the following "Library night" I had quite a spate of individual preferences. One boy's truculent demand came with his mother's backing: "She wants a fine excitin' novell" was his ultimatum; an ultimatum that was by no means easy to meet with the resources at my disposal.

A little girl's demand was: "Mine needs a nice story: yin that'll gur her greet." It may be necessary to translate the final three words, though every Scot will know at a glance that they mean "make her cry." The demand for tears was insistent among the mothers, but the boys were inclined to follow their own bent and demand gore. The needs of the girls were much more easily met.

I remember that in my first months I made a glorious find in a couple of shelves the backs of which were filled with writers of the Michael Wigglesworth type. His *Day of Doom* made quite a hit with the more bloodthirsty youngsters, though I am sure that they did not in the least understand what it was all about. Jonathan Edwards made quite a good bid for popularity among the girls. Perhaps the explanation lies in the well-known fact that many children gloat in the mysterious attraction exercised on the mind by a high-sounding vocabulary, quite apart from any meaning lying mistily behind it.

Readers will appreciate the delicacy of my position between the severe elders of our church, and the budding youth with their natural desire for emotion and adventure. I used to buy only from the lists of publishers noted for pious books, for experience soon showed me that these contained quite a fair number of inherently attractive books though their nature was rather camouflaged by their pious titles. In this way I made a fairly successful attempt to serve God and Mammon, though all the while I felt that I was not giving Mammon a fair deal.

In spite of my best endeavors I did get caught out now and again, by intelligent elders whose consciences stimulated their curiosity to the extent of driving them to read for themselves the books about which the youngsters were beginning to speak enthusiastically. I learnt to my cost that illustrations play havoc with camouflage and betray the secular interests lurking under pious titles. But fortunately the law of compensation began to apply itself here. The intellectual quality that drove my conscientious elders to look into those suspicious books roused an interest in what they read, and since the suspected books were morally innocuous—though not technically what is called "edifying"—the censor-elders generally yielded to my arguments and after themselves enjoying *Ballantyne*, Kingston, Gordon Stables and others allowed the boys to go on reading them.

Probably my troubles with the censor-elders were all to the good, for it kept my young enthusiasm within bounds. On the other hand I do think that it was a good thing for the censors themselves, for in my hunt for new books I always had the elders in mind, and I am sure that I often captured their interest for books that they certainly would not have even looked at. When I handed over the library to my successor, my conscience let me believe that I had done rather a good bit of work for both the children and their severe censors.

SIR JOHN ADAMS.

A. L. A. Midwinter Meeting

A. L. A. Executive Board Report

THIS REPORT has not yet been received, but we hope to be able to print it in the next number.

A. L. A. Council

THE COUNCIL of the American Library Association adopted the following resolution:

The American Library Association believes that the depression offers a challenge to the public libraries of America, as it does to newspapers, magazines and other agencies for the diffusion of knowledge. The book supply, reading room space and personnel of libraries are being taxed now as never before because of the unprecedented number of readers and students. Economic insecurity breeds intellectual unrest, sending many thoughtful men and women to books, while idleness and lack of funds increase the popularity of reading as recreation. The loss of a job makes a man think about his educational equipment for another job.

The American Library Association recognizes the extraordinary difficulties brought about by the economic situation and, while advising all reasonable economy, calls upon library trustees to champion the cause of the library before appropriating bodies, pointing out the necessity of maintaining, in spite of all obstacles, those essential services which promote intelligent thinking and vocational education or re-education and which help to keep up the public morale.

Association American Library Schools

A MEETING of the Association of American Library Schools was held at the Knickerbocker Hotel, Chicago, Monday evening, December 28, 1931, representatives of thirteen schools being present.

Miss Eunice Wead read a paper on "The Master's Degree in Library Science; its Present and Future." Mr. C. B. Joeckel read a paper on "Supply and Demand in the Library Profession," published in this issue. The following resolution was unanimously adopted:

RESOLVED, that a committee of this Association be appointed to study supply and demand in the library profession in cooperation with the Board of Education and any other interested bodies, and to recommend action.

ISABELLA K. RHODES, *Secretary-Treasurer.*

Normal School and Teachers College

THE MEETING was called to order at 2:30 P.M. on December 28 at the Drake Hotel. In the absence of the Chairman, Mr. C. P. Baber of the Teachers College at Emporia, Kansas, Mr. Jackson Towne of the George Peabody College for Teachers presided. The following program was given:—"A Study of Equipment and Books for Courses in School Librarianship," by Helen A. Russell, State Teachers College, West Chester, Pennsylvania; "Library Buildings for Teachers Colleges," by Edith E. H. Grannis, State Teachers College, St. Cloud, Minnesota; "The Hub of College Library Service," by Lulu Ruth Reed, State Teachers College, Valley City, North Dakota.

Miss Russell's paper was based upon a study she had made while in Columbia University in 1928-29, in response to a questionnaire sent out to a number of Teachers Colleges. She pointed out that the training of School Librarians was one of the real problems of the Library profession. But, she said, while many Boards of Education had adopted requirements for instruction, not so much attention had been given to equipment and book collection. Her questionnaire included three groups of Teachers Colleges covering a wide range of location, as follows:—

1. Those offering thirty semester or forty-five terms hours in Library Science.
2. Those offering sixteen semester or twenty-four term hours.
3. Those offering less than the sixteen semester hours. Institutions offering only courses on the use of the library were not included.

Her tables showed great variation in these Teachers Colleges as to physical conditions for their Library Science Department, size and location of special rooms, equipment furnished, and special book collection for cataloging and reference purposes, and a special budget. Her conclusion was that a live, well distributed and professionally administered collection of books with a definite appropriation for the same was essential to every Teachers College offering such work, supple-

mented by carefully planned and adequate quarters and equipment. Miss Russell's recommendations for the latter largely followed suggestions of the various standardizing bodies in regard to the agencies for training School Librarians.

Miss Grannis showed a decided trend among Teachers Colleges to provide more adequate libraries. The type of institution that expended $150,000 for a building a few years ago now often expends $375,000. Recognition of the importance of a library in modern college work accounts for this increased emphasis. She outlined steps to be taken from the first consideration of a library building until its completion. Some of the special questions to be considered are as follows:—

1. A separate Library Building centrally and conveniently located on the campus.
2. Adequate provision for growth in book collection.
3. A large general Reading Room with seating capacity of from 25 to 75 per cent of the student body. The Periodical and Reference Room may be combined with this. To be located on the second floor.
4. A separate Reserve Room on the first floor.
5. Faculty and graduate reading studies in stacks and on upper floor.
6. A room dedicated to use for browsing and getting acquainted with good literature.
7. Conference rooms.
8. Library Science class rooms.
9. Training School Library.
10. Text-book Exhibit.
11. Adequate Rest Rooms.

The question of open vs. closed shelves was discussed, with the conclusion that, whatever the administrative arrangement of the library, it should produce an intellectual stimulus that could be transmitted to the boys and girls coming to it.

In her paper, Miss Reed considered the Reserve Book Room and Collection as the hub of college Library service. She considered:

1. Whether the reserve should be open or closed.
2. Arrangement of books—Classified, alphabetical, or departmental.
3. Records to be kept.
4. Methods of distinguishing reserve books and length of the lending period.
5. Fines and blacklisting.
6. Frequent check-up of books on reserve.
7. Faculty requests.
8. Size of reserve, and duplicating titles.
9. Rental copies.
10. Attendants at reserve—technically trained, pleasing in manner, with bibliographical and reference knowledge.

Miss Anna V. Jennings, Librarian of the Teachers College at Kearney, Nebraska, was elected Chairman of the section for the coming year. MARY S. BUFFUM, *Acting Secretary.*

School Libraries Committee Meetings

AT THE FIRST session of the School Libraries Committee the Chairman outlined the reasons for the transformation of the previous committee of fifty or sixty into the present group of ten members. The size of the committee had grown so unwieldy and the activities so numerous that it was almost impossible to find a volunteer chairman who had sufficient time to devote to it, and it was earnestly hoped that during the year we might see the establishment of a School Library Department at A. L. A. Headquarters with a specialist in charge who could much more efficiently handle these activities. Only those who are familiar with the work can appreciate the amount of time and interest which the members of the previous committee have given to its service. All librarians are under obligation to them for wise leadership and for the publication of many indispensable tools of our profession.

The discussion was largely devoted to a consideration of the place of a school library department in the proposed new fields and functions of the A. L. A. It was explained by two members of the committee, who are also members of the A. L. A. Executive Board, that the inclusion, in the proposed new A. L. A. set-up, of the activity "Library Work with Children and Youth in and out of School" under the division of "Information and Advisory Service" was a definite attempt to pave the way towards the establishment of the expert advisory services at Headquarters which school librarians and children's librarians have for some time so earnestly desired. It was further stated that while the inclusion of school library and public library activities under one heading did not necessarily determine a final union in one Headquarters service or staff member, nevertheless the demands of economy and compact administration suggested such an arrangement. The committee therefore agreed to report to the Council that while the committee was of the opinion that the demands in the school library field were sufficiently pressing to justify the establishment at Headquarters of a School Library Department, it nevertheless would gladly participate in a department set up on a broader basis to include school library service as a part of its interest.

At the second session we enjoyed parts of one of Mary E. Hall's inimitable letters expressing her surprise and pleasure in receiving the Christmas gift of $800 in bonds from her school and library friends, given as a token

of their appreciation of her inspiration and leadership.

The committee expressed its willingness to cooperate with the joint A. L. A.-N. E. A. committee in an exhibit at the Department of Superintendence meeting in Washington, February 19, 1932.

In view of the fact that appropriations to cover the proposed new advisory service at A. L. A. Headquarters will not be available for a year or more, it was suggested that the library division of the U. S. Office of Education might wisely increase its advisory service in this field. A recommendation was sent to the A. L. A. Executive Board embodying this suggestion.

The committee adopted as the subject of the Sixth *Yearbook*, "School Library Rooms and Equipment." School librarians are requested to send to the chairman at their early convenience floor plans, drawings, photographs, descriptions of useful devices, clever adaptations of school room equipment and inexpensive makeshifts.

The committee was happy to welcome to its membership and its sessions this year several persons who have a vital interest in school library development although their special work lies in other or more comprehensive fields. Among these were Dr. B. Lamar Johnson, who has recently completed an intensive investigation of school libraries for the U. S. Survey of Secondary Education and who is the librarian-elect of Stephens Junior College; Sabra W. Vought, librarian of the U. S. Office of Education; Joseph L. Wheeler, librarian of the Enoch Pratt Free Library, Baltimore; and Harold F. Brigham, librarian of the Louisville Public Library. The committee stands to profit by the suggestions and comprehensive vision of such members.

HELEN HARRIS, *Chairman*

University and Reference Librarians

ON DECEMBER 29, at the Drake Hotel, the University and Reference Librarians met under the chairmanship of Earl N. Manchester, Librarian of Ohio State University. In the absence of the secretary, Mr. J. G. Hodgson was appointed secretary pro tem. Mr. Wilbur E. Pearce, President of the College Bookstore Association and Manager of the University Bookstore, Rochester, New York, read a paper on "University Book Buying," in which he proposed the formation of a New York agency for the cooperative purchase of books for a group of Eastern universities, and the organization of similar groups covering other parts of the country. This aroused considerable discussion, particularly by Dr. Van Hoesen of Brown, Mr. Manchester of Ohio State, and Mr. Gerould of Princeton. Mr. Gerould requested that the paper be printed, and it is due to appear in the March *Bulletin* of the A. L. A. Mr. B. D. Metcalf, in charge of the A. L. A. Committee on Cooperative Cataloging, and Mr. Paul North Rice, Field Agent for the Committee, made tentative reports on the activities of the committee which will be published in full later.

Mr. Samuel W. McAllister of Michigan read a paper on "Observations on the Reading of University Students," indicating that, while students do read, their activity and interest are not always in conformity with the findings of Dr. Waples' "What People Want to Read." The hour being late, there was no time for the discussion of this paper. The following were elected the steering committee for the Section for the coming year: Chairman, Donald B. Gilchrist; Secretaries, Jackson E. Towne, Earl N. Manchester.

DONALD B. GILCHRIST, *Secretary*.

Fields and Functions Of the A. L. A.

FOUR MAIN DIVISIONS or fields of work demand the attention of a professional organization concerned with the advancement of libraries and librarianship. These are:

1. The improvement of library service through the improvement of the personnel.
2. Research, studies, surveys, and special projects.
3. Cooperative undertakings: publications, cataloging and bibliography.
4. Information and advisory services.

In each of these fields certain things need to be done by the American Library Association. And while not all of these things need to be done at one time, probably something in each group should be under way in any two or three year period if the Association is to have a well-rounded program. Some of this work can be done by volunteers; some can be done by other agencies as the result of A. L. A. stimulation; many of the activities must be operated by the Association at its own expense.

1. Improvement of library service through the improvement of the personnel. It is a primary aim of any professional association to increase the ability of its members as a means of improving the service which that profession renders to society. The A. L. A. is, therefore, concerned with:

a. Education for librarianship. It should

seek to attract to the library profession men and women who are best qualified for library service. It should work for the improvement of library instruction and for the establishment of schools where needed, and it should discourage their establishment by institutions which are not adequately equipped or financed, and in locations where there is no need for a school.

b. Scholarships and fellowships, as a means of encouraging advanced study and intellectual leadership.

c. Personnel and placement. The Association should have information on the education and experience of members of the library profession and on conditions of employment in libraries to the ends: first, that any library may use the assembled information of the A. L. A. in drawing into its staff librarians who will be able to render the type of service needed by the community or institution which it serves; and second, that every librarian may find opportunity for professional advancement and for employment where his abilities and personality fit him to be most useful.

d. Salaries. The salaries of librarians are lower than those in other professions requiring similar preparation. The Association should endeavor to have them raised, not primarily because individual librarians deserve more money, but as a means of attracting to the profession men and women of high intellectual, personal and administrative ability. Terms and conditions of service, vacations, leaves, etc., may be considered a part of this subdivision of a field of Association interest.

e. Retirement annuities. Not only are there at present great hardships among librarians of long service for lack of such provision, but the proper administration of a library is often impaired by the continuation on its staff of persons who should be relieved of their duties but who are charitably retained in order not to deprive them of their only means of livelihood.

2. Research, studies, surveys and special projects. An association which is worthy to represent a profession will be continually interested in the advancement of professional knowledge through original research and through studies and surveys which bring into useful form facts not easily available and therefore not generally known.

a. Research and statistical bureau. The assembling of statistics and other factual material needed by its members is one of the most elemental services an association can render.

b. Special studies are needed from time to time on special subjects; as for example, adolescent reading, college library standards and techniques, school library service, the geographical distribution of materials of research, hospital library administration, library efficiency and library economy, personnel problems, reading habits, etc.

c. Experiments and demonstrations are desirable as a means of extending the boundaries of the fields of service conceded to be within the library's scope or to demonstrate within a given area the desirability of library establishment or library improvement.

d. Surveys of library service and library needs within certain geographical areas are often desired and desirable.

3. Cooperative services, including publications, cataloging and bibliography. The diffusion of knowledge and the carrying through of scholarly undertakings often depend in no small measure upon the availability and adequacy of the tools of the library profession. It is an important obligation of the Association to stimulate, or actually to participate in, the creation and publication of such tools. Dr. Learned, as the result of his study some years ago, concluded that this "may eventually prove to be the primary and most extensive function of a central library organization."

The opportunities for usefulness in this field fall into five sub-divisions:

a. Publications about the establishment and conduct of libraries of all kinds.

b. Buying lists of books for libraries.

c. Reading lists, reading courses and other material for use and distribution by libraries to promote good reading.

d. Bibliographies, indexes, union lists.

e. Cooperative cataloging.

4. Information and advisory services. A professional association may rightly be expected to serve as a bureau of information on matters pertaining to the various types of work in which the members are engaged. If it is to do this well, it must organize itself so that the accumulated experiences of its members and the results of special studies and experiments may be available; and so that the wisdom thus accumulated may be applied as advice—not simply as information—to particular situations and conditions. Because of the many kinds of libraries—public, college, school, hospital, prison, professional, etc.—and because of the great variety of work done in a single library—administrative, lending, book buying, reference, research, bibliography, reader's advisory service, children's work, publicity, etc.—the responsibility of the A.L.A. in this field might be almost indefinitely sub-

divided. It is doubtful whether great subdivision is desirable. It obviously is not possible with the income which the Association now has or seems likely to have in the near future. Three broad fields of library activity deserve some degree of concentration, however, because of the large number of persons engaged in such services, because of the importance of those services to society, and because of the constant extension and change of emphasis taking place in those fields. They are:

a. Public libraries.
b. College libraries.
c. Library work with children and youth in and out of school.

In each of these subdivisions it seems reasonable to assume that the A.L.A. should be prepared to collect experiences, give information and advice, promote improvements and cooperation, maintain relations with other national organizations and otherwise work constructively for the advancement of the interests of the institutions and individuals in the group.

d. The professional library. As a basis for these activities (and in some measure for all Association work), and particularly as the chief source of information on all library interests to which the Association can not constantly give specialized consideration, there should be maintained at A. L. A. Headquarters a working collection of professional library materials. The success of such a collection will depend on a wise selection and organization of materials; on knowing when and what to eliminate, and to what institutions and individuals to go for further information; and on an ability to anticipate needs, and to interpret the resources in response to requests from inquirers.

In addition to those activities falling within the four main divisions of the Association's field of interest, there are others which are esential to the existence of the A.L.A. as an organization. These may be grouped under:

5. Membership, organizational and international activities.

a. Membership and organizational activities. The Association must keep a record of its members; elect officers; hold conferences; appoint committees and assist them to function; maintain relations with its sections and chapters and with affiliated organizations; and keep its members and the public informed about what the Association is doing.

b. International activities. In the interest of the diffusion of knowledge, the advancement of scholarship and the promotion of good will, the Association must also participate in the interchange of librarians, books, and library information on an international basis.

Simplification of the administration of the A.L.A. Headquarters organization is desirable, and is implied in this program statement. Flexibility in organization and fluidity in the use of income are also implied, and it is not to be assumed that at any given time the employed staff or the income will necessarily be equally divided among the five fields of service or that work in any one field will be wholly independent of that in other fields.

This statement is not, however, concerned with methods of administration or methods of work. It is rather an effort to define the fields of service and the functions of our organization. We believe that for some years to come the Association may wisely devote itself to activities which fall within the fields here briefly described. Activities and methods should change frequently. They will change if the means of communication are kept open between members and officers and if the latter are alert to the changing needs of library service. We believe that the constitution, by-laws and traditions of the Association, and the personnel of the library profession are a sufficient guaranty that the officers of the American Library Association will be responsive to changing needs and changing opinions.

AMERICAN LIBRARY ASSOCIATION.

Concrete Program For Near Future

THE AMERICAN LIBRARY ASSOCIATION believes that half a million dollars, probably a million dollars, could be used to good advantage annually for activities in the fields outlined above. As no such income is in sight it becomes necessary for the Association's Executive Board to decide whether it will concentrate on a few things for a time and do those well and then shift to others, or spread its funds thinly over a wide area. In the interest of definite accomplishment, the former alternative makes a strong appeal. If we were a library foundation instead of a professional association we should probably choose this course. But the Association is not independent of its members and does not desire to be; and the members are interested in many things. Morever, it is possible sometimes with very small sums to stimulate, by volunteers and by other agencies, undertakings which can thus be brought to fruition without large expenditure at any time from Association funds. Yet this is true of only certain types of activities; some must be

dealt with intensively (for a time at least) or not at all. The Executive Board therefore proposes to use in both ways such funds as are or may become available for general purposes, selecting some activities for concentrated, intensive work and others for what may be called exploratory work; remembering always that such funds should be kept fluid from year to year and that no activity should be allowed to build up a vested interest.

The allocation of funds to the various activities is determined in large measure by the source of the income.

The total revenue ($351,000 for 1931, including cash balances) falls into three divisions:

a. For Special Projects. Consists of grants for specific purposes, income from special endowments and payments for particular services. In 1931 such funds were available for fellowships, a Canadian library survey, library extension work in the South, placing Decimal classification numbers on Library of Congress catalog cards, the Winnetka study of children's books, the compilation of a list of foreign government serials, and a study of cooperative cataloging. Total in 1931, $101,200. A generous grant for scholarships and fellowships for 1932-33 was made available late in 1931.

b. For Self-Supporting Activities. Consists of regular membership dues, receipts from sales, subscriptions, advertising, etc. This income is used primarily for membership and organizational activities and for publications. The activities comprehended in these broad divisions are useful to every type of library and to librarians engaged in every kind of library work. From these funds small appropriations are also made annually for studies by voluntary committees, for cooperative undertakings and for participation in international library affairs. Total in 1931, $159,500.

c. For General Purposes. Consists of income from general endowments, sustaining and contributing membership dues, and unrestricted grants and gifts. Such funds were used in 1931 for education for librarianship, placement and personnel library and adult education library extension, and rent. The total for 1931 was $90,300, including a grant of $15,000 from the Carnegie Corporation which is not available for 1932.

It will thus be seen that certain important subdivisions of the field are self-supporting and that some are temporarily provided for by special grants. From all the others, the Executive Board has selected for emphasis in the near future:

1 a. Education for librarianship;

4 a, b, c. Information and advisory service on public libraries, college libraries, and library work with children and youth.

It concurs in the recommendation of those who participated in the Informal Conferences on Library Interests that the work of the Board of Education for Librarianship justifies additional appropriations for present work and for the extension of that work into related fields. The Executive Board proposes to combine, so far as the Headquarters staff is concerned, the activities which have been carried on in recent years by the Board on the Library and Adult Education and the Library Extension Board, and at the same time to broaden the functions of the staff to include all important aspects of public library service except those concerned with children. It also concurs in the recommendations of the Informal Conference group "that there should be established at A. L. A. Headquarters a college library advisory service," and it proposes to appropriate funds for this service as soon as possible. It believes that work with children and youth in public libraries and in school libraries should be comprehended in one A. L. A. activity; that such work should be undertaken after consultation with representatives of authoritative educational bodies; and that it should be carried on under the advice of representatives of both the library and the teaching professions.

The fact that these activities are to receive major attention is not to be interpreted to mean that any field will be wholly neglected. The Executive Board also proposes that small sums out of the funds available for general purposes be appropriated for

1 c. Personnel and placement;

4 d. Information and advisory service through a professional library at Headquarters on matters pertaining to every aspect of library work; and that a contingent fund, wholly flexible from year to year and somewhat flexible within the year, be appropriated for temporary and exploratory investigations in the various subdivisions of the field not otherwise provided for, and particularly in

2. Research, studies, surveys and special projects, and

3 d. Bibliographies, indexes and union lists.

Such studies should result in a reasonable amount of creditable material for publication.

Even more important, perhaps, is that they should demonstrate which projects, out of the many apparently good ones proposed, are worthy of further concentrated effort. Those which are found to be most worthy can, we hope, be financed in course of time by special grants from outside sources.

A. L. A. Endowment Situation

THE REPORT of the A. L. A. Special Membership and Endowment Committee makes it apparent that the income from special memberships during 1931 was approximately $5000 less than the budget estimate. This amount is the equivalent of fifty-four sustaining memberships. It is evident that the failure to reach the estimated goal is due to two causes (1) the fact that the endowment was completed early in the year and the effort of members relaxed accordingly, and (2) that the nation-wide appeal for unemployment relief made it necessary to suspend special membership solicitation through the autumn months.

The task confronting the committee, and the Association as a whole, is that of preventing further lapses in the special membership enrollment, and to provide for the replacement of those which may unavoidably occur through death or other causes. Further reduction in income from this source may necessitate an abrupt end to work being done at present.

The essential steps toward an understanding of this task should include not only a thorough understanding of the exact amount of the present endowment and of the general financial situation, but also a comprehension of the major activities which it is proposed that the Association carry forward during the next several years. As THE LIBRARY JOURNAL has already reported, the Council, at its Midwinter meeting in December, defined the fields of activity and general policy of the Association, and the Executive Board later prepared a statement indicating in some detail an administrative program which is to receive emphasis for the next few years.

It is necessary, therefore, to state only those facts which should be clearly understood in regard to the financial situation. The Association has in its general endowment $1,050,000 of which one million was the gift of the Carnegie Corporation in 1926. The $50,000 represents the endowment which increases slightly from year to year from life memberships. A second million of endowment which the Association hopes to receive carried no promise of a specific time of fulfilment, and is made conditional upon the completion of a satisfactory program of work and the accomplishment of certain definite tasks. When the Carnegie Corporation in 1926 voted a million dollars to the A. L. A. endowment, it also voted to decrease, and finally to discontinue altogether, the annual grants made to the Association. With the exception of certain specific grants this annual income stopped in October, 1931, and the Association is faced, consequently, with a period of one, or possibly part of two years, in which the income for general purposes will be less than in 1931, since the further endowment, if received, may not be in hand in its entirety until late in 1933.

The Special Membership Committee urges, therefore, that the goal for A. L. A. members in 1932 be to hold the special memberships already secured, to secure new special members to replace such lapses as do occur, to keep members informed and sympathetic toward the continued effort to raise money, and to cultivate further the interest of prospective donors.

GEORGE B. UTLEY, *Chairman,*
Special Membership Committee

Will Lend School Material

THE ENOCH PRATT Free Library, Baltimore, Md., has had occasion recently to gather from larger public libraries somewhat detailed information as to the methods in which they handle their library service and book distribution to the public schools.

In order to avoid duplicate work on the part of other libraries which might be sending out similar inquiries, the material gathered and tabulated at Baltimore has been partly summarized and put into a single binder. This will be lent to other public libraries which may have occasion to use it during the next year or two before it has become out of date.

EVA S. W. HALL,
Director, Work With Schools.

Willamina Library Now Open

THE WILLAMINA, Oregon, Public Library is now in operation as the result of efforts of a group of women for the past few months. Demand for books is heavy. There are now about 500 volumes, 200 of which are a loan from the State Library.

Book Reviews

A Guide to Historical Literature

THIS BOOK has been eagerly awaited by librarians, bibliographers and historians for a dozen years. Its inception was in 1919, when the American Historical Association appointed a committee under the chairmanship of Professor George M. Dutcher to cooperate with the American Library Association in the preparation of what was expected to be a new edition of Adams' *Manual of Historical Literature,* then thirty-seven years old and wholly out of date. Almost at once it became apparent that no one man ever again would or should attempt critical and descriptive estimates of all important historical literature as Adams had done. The finished work therefore represents annotations (often amounting to short essays) on more than 8000 titles by over 350 reviewers, who naturally are professors of history and related subjects, with a sprinkling of librarians who from the beginning have been represented on the Editorial Committee by Dr. A. H. Shearer of the Grosvenor Library, Buffalo. It is quite too bad that Professor Dutcher who planned the work during eight years' service on the Committee should be unrepresented on the title-page.[1]

The book does not assume to furnish an exhaustive or even a reasonably complete bibliography in any field either major or minor. It aims to provide a carefully chosen list in each of twenty-six subject groups, of titles chiefly published within the present century, a list designed for English-reading people and primarily useful to libraries, teachers and advanced students.

Its editors must often have sighed for more letters in the alphabet, for the book is indubitably difficult to use topically. This is partly because of the procrustean limits fixed by the A-Z subject division and partly from the absence of any subject index. A detailed topical front table of contents, or the inclusion in the present or a supplementary index (or both) of a few hundred carefully chosen topical entries would have greatly aided subject use.

Although the book bears the date 1931, users must keep in mind 1925 as about the end of the systematic inclusion of new books. Such inclusions after 1925 are uneven, and probably depend upon when the different chapters were prepared and the frequent difficulties of getting consistent revisions as publication was further and further delayed. As instances, the fifty-page chapter on Germany, Austria and Switzerland lists 500 titles with but eighteen after 1925, the chapter on Oceanica, but half as long, notes two dozen, while the twenty-eight page chapter on Africa, the subject of a wealth of current books, contains no title after 1925.

The book substantially reflects the modern emphasis on economic, cultural and social history, about one-third of its grand divisions being devoted to these phases. Local history, of states, provinces, cities, counties, however, is not attempted, and the usefulness of Larned's *Literature of American History,* Gross' *Bibliography of British History,* and like titles, is undiminished.

The listings of biography are excellent in quality but strictly limited, a reasonable treatment in view of the admirable dictionaries of biography that have appeared since Adams' day. Highly specialized monographs in limited fields are omitted.

Among many excellent features which testify to the editorial care for detail are:

1. The splendid 120-page author and title index
2. The signed, scholarly, meaty, necessarily brief but exceedingly serviceable annotations. They are oftener critical than descriptive, which only increases their value
3. The invariable separate paragraphs at the end of each chapter on:
   a. Government publications—very uneven and perhaps the least successful feature of the book
   b. Society and academy publications
   c. Periodicals
   d. Biography. Librarians will note with satisfaction that even in the briefest listing initials accompany surnames of all authors cited
4. The hundreds of exact cross-references which effectively unify all parts of the book
5. The many references to book reviews
6. Topical contents at head of each chapter

The criteria for inclusion are noticeably much more severely scholarly than in Adams.

(*Turn to page 137, please*)

A Guide to Historical Literature. Edited by William Henry Allison, Sidney Bradshaw Fay, Augustus Hunt Shearer and Henry Robinson Shipman. New York, Macmillan, 1931. $10.50.

[1] Copies issued before Sept. 1 had an incorrect title page and copies of corrected title page may be obtained gratis on application to publisher. (Editor's note.)

The February Forecast

A check list of books of general interest whose publication dates fall during the coming month

History, Travel, Biography, Literature

February 2-3

Hart, B. H. Liddell. FOCH: THE MAN OF ORLEANS.
Life, writings, and career from the standpoint of the historian, the critic, and the soldier. Little. $4.

Lovell, Caroline Couper. GOLDEN ISLES OF GEORGIA.
History and tradition of seven islands of great beauty lying off the coast of Georgia. Little. $3.

Reilly, Sidney. BRITAIN'S MASTER SPY.
Autobiography. Harper. $2.50.

Woolf, S. J. DRAWN FROM LIFE.
Forty or more portraits of interesting men who have posed for Mr. Woolf and talked freely. Whittlesey. $4.

February 4-5

Ashton, Helen. BRICKS AND MORTAR.
Life of Martin Lovell. Doubleday. $2.50.

Cabell, Branch. THESE RESTLESS HEADS.
Essays. McBride. $2.50.

Darrow, Clarence. STORY OF MY LIFE.
Scribner's. $3.50.

Duckworth, F. R. G. BROWNING.
Background and conflict. Dutton.

Lilly, William E. SET MY PEOPLE FREE.
A Negro's life of Lincoln. Farrar. $2.50.

Stevens, James. THE SAGINAW PAUL BUNYAN.
The epic of the Lake States pineries. Knopf. $2.50.

Van Doren, Carl. JAMES BRANCH CABELL.
New and revised edition. McBride. $1.50.

Widdemer, Margaret. THE ROAD TO DOWNDERRY.
A selection of poems. Stokes. $2.

February 10

Campbell, Thomas D. RUSSIA: MARKET OR MENACE?
By the first foreigner to be officially received by Stalin. Longmans. $2.

Edgeworth, Maria. CHOSEN LETTERS.
Letters of a famous novelist. Houghton. $3.

H. D. RED ROSES FOR BRONZE.
Poetry. Houghton. $3.

Peterson, Houston. HUXLEY: PROPHET OF SCIENCE.
Biography. Longmans. $3.50.

Sand, Algo. SENOR BUM IN THE JUNGLE.
A prince of vagabonds braves the tropical hinterland of South America. McBride. $3.50.

Young, Norwood. GEORGE WASHINGTON: SOUL OF THE REVOLUTION.
First modern biography of Washington by an Englishman. McBride. $3.50.

February 11-12

Allison, John. MONSIEUR THIERS.
Story of nineteenth century France through the life of its greatest statesman. Norton. $3.

Evans, W. A. MRS. ABRAHAM LINCOLN.
Significant aspects of Mrs. Lincoln's life and mind from a study of her ancestry to the final incidents in her tragedy. Knopf. $3.50.

Nevinson, H. W. GOETHE: MAN AND POET.
A human and sympathetic study. Harcourt. $3.

Untermeyer, Louis. FOOD AND DRINK.
Poetry. Harcourt. $2.

February 13

La Moore, Parker. "PAT" HURLEY.
Career of Patrick Jay Hurley, the Secretary of War. Brewer. $1.50.

Smith, Seymour W. JOHN HANSON: OUR FIRST PRESIDENT.
Establishes the fact that Hanson and not Washington was first President of the United States. Brewer. $2.

Zweig, Stefan. MENTAL HEALERS.
Franz Anton Mesmer, Mary Baker Eddy, and Sigmund Freud. Viking. $3.50.

February 15-17

Huidobro, Vincente. PORTRAIT OF A PALADIN.
Translated from the Spanish by Warre B. Wells, this book gives a new aspect to Spain's favorite hero. Liveright. $2.50.

Shanks, Lewis P. ANATOLE FRANCE.
The mind and the man. Harper. $2.

February 19

Chater, Melville. TWO CANOE GYPSIES.
Log of the canoe "Nageoma" aboard which author and his wife lived for a summer-long voyage on canals of Belgium, Holland, and France. Brewer. $3.50.

Fleming, Denna Frank. THE UNITED STATES AND THE LEAGUE OF NATIONS, 1918-1920.
Full account of struggle over the League of Nations which closed the Wilson era. Putnam. $5.

Wahn, Don. LOVE IN MANHATTAN.
Title poem and all the verses in this book appeared originally in the *New York Daily Mirror*. Liveright. $1.75.

Walzel, Oskar. GERMAN ROMANTICISM.
Translated from the fifth German edition by Alma E. Lussky. Putnam. $3.50.

February 24

Essad-Bey. STALIN.
The career of a fanatic. Viking. $3.50.

Maclean, Catherine M. DOROTHY WORDSWORTH.
Authentic record. Viking. $3.50.

Untermeyer, Louis. Ed. THE BOOK OF LIVING VERSE.

Anthology of English and American poetry from before Chaucer to the moderns. Harcourt. $2.50.

February 26

Day, Frank Parker. AUTOBIOGRAPHY OF A FISHERMAN.
Published in 1927, reissued in response to the genuine demand for it. Minton. $2.

Hutchinson, Hubbard. FROM ROME TO FLORENCE.
Handbook of the hill towns of Italy. Putnam. $2.50.

White, Owen P. LEAD AND LIKKER.
A book of the bad old days of the Texas frontier, when "lead and likker" were poured with reckless abandon from hooker and revolver muzzle. Minton. $2.50.

Woronoff, Olga. UPHEAVAL.
Biography of Olga Woronoff, *née* Countess Kleinmichel, daughter of the late Count Constantine Kleinmichel who held the honorary title of Master of the Hunt at the court of Emperor Nicholas II. Putnam. $3.

During February

Brooke, Stopford and Rolleston, T. W. Eds. TREASURY OF IRISH POETRY IN THE ENGLISH TONGUE.
New edition. Macmillan. $3.

Campbell, Dugald, Domville-Fife, C. W. and others. MODERN EXPLORATIONS, SPORT AND TRAVEL.
An omnibus of sport and travel in Alaska and Africa. Lippincott. $5.

Fitzpatrick, John C. Ed. DIARIES OF GEORGE WASHINGTON.
Four volumes. Houghton. $12.50.

Henderson, Archibald. WASHINGTON'S TOUR.
Houghton. $7.50.

Loth, David. PHILIP II OF SPAIN.
Biography. Brentano's. $3.75.

Moore, Charles. FAMILY LIFE OF GEORGE WASHINGTON.
Houghton. $3.

Tagore, Rabindranath. SHEAVES.
Poems and songs. Macmillan. $2.

Miscellaneous Non-Fiction

February 1

Caley, E. R. ANALYTICAL FACTORS AND THEIR LOGARITHMS.
Contains the largest collection of factors and logarithms for analytical calculations at present extant. Wiley.

Cushman, Ralph S. SPIRITUAL HILLTOPS.
A book of devotion. Abingdon. $1.

Rice, M. S. DIAGNOSING TODAY.
Seven deadly sins of modern life. Abingdon. $1.25.

Sohon, F. W. INTRODUCTION TO THEORETICAL SEISMOLOGY—PART II SEISMOMETRY.
The mathematical theory of seismograph. Wiley.

February 2-3

Knopf, Olga. THE ART OF BEING A WOMAN.
A natural history of women in present-day society. Little. $3.

Langdon-Davies, John. MAN COMES OF AGE.
Answers the question, "What has science to do with me?" Harper. $3.50.

Lippmann, Walter. UNITED STATES IN WORLD AFFAIRS.
The dramatic events of the past year and their inevitable sequence. Harper. $3.

February 5

Shute, William G. MODERN VIEW OF THE OLD TESTAMENT.
Interpreted in the list of recent discoveries by Biblical scholars. Macmillan. $1.50.

von Eckardt, Hans. RUSSIA.
Object has been to make it clear how the Russia of today came into being, and why it became what it is now. Knopf. $7.50.

February 9

Portheim, Paul Cohen. TIME STOOD STILL, 1914-1918.
A record of four years spent by an alien enemy interned in a British prison camp. Dutton. $3.

Wynne, Shirley W. DIET AND WEIGHT CONTROL.
New York City Health Commissioner's methods for safe and sane reduction of excess weight. Liveright. $1.

February 11

Cobb, Stanwood. DISCOVERING THE GENIUS WITHIN YOU.
How to find those qualities, how to develop them. Day. $2.50.

Hauser, Heinrich. FAIR WINDS AND FOUL.
Log of a ship, of men, of distant horizons—record of an actual voyage. Liveright. $1.75.

Johnson, Philip and Russel-Hitchcock, Henry. NEW INTERNATIONAL STYLE, ARCHITECTURE 1922-1932.
Modern revolution in architecture. Norton. $5.

Powers, James H. YEARS OF TUMULT.
Everyman's story of the world from Versailles to the present day. Norton. $3.

Sullivan, Lawrence. ALL ABOUT WASHINGTON.
An intimate guide to the City. Day. $2.

February 13-15

Lawrence, D. H. APOCALYPSE.
Posthumous work. A study of the Book of Revelation. Viking. $3.

Root, Ralph E. DYNAMICS OF ENGINE AND SHAFT.
Presents methods for evaluating forces which operate in a reciprocating engine, traces their effects and reveals their significance. Wiley.

Stone, A. A. FARM TRACTORS.
Comprehensive discussion of design, construction, and maintenance of most important types of tractors. Wiley.

February 18

Mawson, C. O. Sylvester. DICTIONARY COMPANION.
Author's aim is to make spelling simple. Doubleday. $3.50.

Montmasson, Joseph-Marie. INVENTION AND UNCONSCIOUS.
The problem of the generation of inventions. Harcourt. $4.

February 19-20

Benham, William G. HOW TO CHOOSE VOCATIONS FROM THE HANDS.
Scientific hand-reading. Putnam. $5.

Justin, J. D. EARTH DAM PROJECTS.
Covers entire field of the earth dam; investigation, design, and construction. Wiley.

Lyons, Stella H. A DIABETIC'S OWN COOK BOOK.
Author is an uncommonly good cook and a diabetic. Knopf. $2.

Rank, Otto. MODERN EDUCATION.
A critique of its fundamental ideas. Knopf. $2.50.

Spengler, Oswald. MAN AND TECHNICS.
Both a summary of the author's known philosophy and an introduction to his future work. Knopf. $2.

Tobey, James A. CANCER.
What everyone should know about it. Knopf. $3.

February 26

Cheney, Sheldon. A PRIMER OF MODERN ART.
New and revised edition. Liveright. $5.

Inge, William Ralph. MORE LAY THOUGHTS OF A DEAN.
Includes a great variety of timely topics, many of them highly controversial. Putnam. $2.50.

Samuel, Maurice. JEWS ON APPROVAL.
The revolt of the intellectual Jews against the systematic vulgarization of Jewish life in the Western world. Liveright. $2.50.

Toogood, Granville. THE SHADOW OF A CLOUD.
Picture of New York life. Brewer. $2.50.

During February

Baker, Charles Whiting. PATHWAYS BACK TO PROSPERITY.
Economics. Funk. $3.

Kleiser, Grenville. HOW TO IMPROVE YOUR CONVERSATION.
Funk. $2.

Mannin, Ethel. COMMON-SENSE AND THE CHILD.
Problems of a parent. Lippincott. $2.

Mason, A. Freeman. SPRAYING, DUSTING, AND FUMIGATING OF PLANTS.
Reissue at reduced price. Macmillan. $3.

Selected Fiction

February 1-3

Parrish, Anne. LOADS OF LOVE.
Author of *The Perennial Bachelor*. Harper. $2.50.

Tarkington, Booth. MARY'S NECK.
Mary's Neck is the exclusive Eastern summer resort that the Masseys decided to crash. Doubleday. $2.50.

Thompson, Sylvia. SUMMERS NIGHT.
A picture of the clash which is taking place in England today between the old and the new society. Little. $2.50.

February 5-6

Ward, Christopher. STRANGE ADVENTURES OF JONATHAN DREW.
Life in pioneer America in the early nineteenth century. Simon. $2.50.

Wiley, Hugh. THE COPPER MASK.
Stories about the Chinese of San Francisco. Knopf. $2.50.

February 10-13

Bacheller, Irving. THE MASTER OF CHAOS.
Historical novel with George Washington as the central figure. Bobbs. $2.

Flaubert, Gustave. NOVEMBER.
Flaubert's first novel which has never been translated into English. Roman. $3.

Smith, Homer W. KAMONGO.
Kamongo is the lung-fish, one of the curious "blind alleys" of evolution. Viking. $2.

Wells, Warre B. GREAT SPANISH SHORT STORIES.
Fifteen short stories. Houghton. $2.

February 17

Cullen, Countee. ONE WAY TO HEAVEN.
Two-tone picture of high life in Harlem. Harper. $2.

Esty, Annette. THE PROUD HOUSE.
Story of the Jozefa family who came from Poland to settle on an old Vermont farm. Harper. $2.

Hoult, Norah. APARTMENTS TO LET.
Happenings in an eminently respectable English boarding house. Harper. $2.50

February 18-19

Gibbs, Philip. GOLDEN YEARS.
The sweep of time from the golden feudal age to communism and fascism. Doubleday. $2.50.

Lindsey, John. LADY AND THE MUTE.
Scene is a small English hamlet. Morrow. $2.50.

Nichols, Beverley. EVENSONG.
The fading glory of a voice that ruled the world is the picture drawn. Doubleday. $2.50.

Stone, Julius F. CANYON COUNTRY.
The Grand Canyon of Colorado. Putnam. $5.

During February

Berg, Louis. PRISON DOCTOR.
Presents the drama of prison life as seen through the eyes of a young doctor. Brentano's. $2.

Sinclair, May. INTERCESSOR AND OTHER STORIES.
Short stories. Macmillan. $1.50.

Worthington, Richard. WOMEN WITH NETS.
A picture of post-war Berlin. Brentano's. $2.

Library Journals Wanted

THE LIBRARY JOURNAL will pay 15c. a copy for a limited number of November 1 and November 15, 1931 issues.

School Library News

Library Instruction By Film

LIBRARY INSTRUCTION by means of a motion picture has proven a very successful experiment at John Hay High School. The picture was filmed in the library, with both students and librarians taking part. It is two reels in length and contains five scenes, each scene having a very definite aim.

The first scene illustrates the classification of books and their arrangement on the shelves bringing out the difference between fiction and non-fiction, and the methods used in shelving each group. Close up views of the books are shown, using such books as Alcott—*Little Women*, Dickens—*Oliver Twist* and Twain—*Tom Sawyer* as examples of fiction, and well-known books of geography, science and history as illustrations of non-fiction.

In scene II the object is to show the students that, by the use of reserve material, the library cooperates with the teacher in helping them with their work. The picture shows a teacher assigning topics on *Vanity Fair* to a 12B English class. The students are sent to the library and are directed to a reserve shelf labelled "Vanity Fair" on which they find books containing information about their topics. With the help of a collateral reading list, which has been compiled in the library, they locate their material and sit down to study. With their work completed, they return to class to give their reports. This scene follows a reference question through from the classroom to the library and back to the classroom.

Scene III explains the use of the card catalog, showing how it is a card index to the books in the library. One of the examples used to illustrate this is of a boy asking at the main desk for another book written by the author of *Treasure Island*. The librarian directs him to the catalog case where they look up the title *Treasure Island* and find that Stevenson is the author. They then look up the author's name and find catalog cards for all the books written by Stevenson that the library has on its shelves. In looking up this information, the librarian points out the three ways of finding it in the catalog. She also calls attention to the alphabetical arrangement of the card catalog and the guide cards in every drawer.

In scene IV a general view of the reference section is shown with close up views of some of the encyclopedias and special reference books. The aim of this scene is to show the students the number of questions that can be answered by the use of these books. Questions such as "the number of soldiers killed during the World War," "a quotation about a bird" and "the birthplace of Henry Ford" are asked at the desk and the students are referred for answers to such books as the *World Almanac*, Bartlett's *Familiar Quotations*, and *Who's Who in America*.

Scene V takes up the use of the vertical file, showing by examples that it contains pamphlets, clippings, maps and picture material arranged alphabetically by subject. The film ends with a general view of the library showing an after school rush and the students having their books stamped at the desk.

The library instruction film is shown to all the 10B English classes, each class being assigned a period. Boys who are trained as movie operators run the film, which takes about thirty-five minutes of the period. The last ten minutes are spent in discussion and assigning a problem on reference books which the students are expected to work in the library. Some explanations are necessary when the film is being shown because the students do not all have the same mental ability. However, this method may be changed in the future as we are expecting to make a sound picture at John Hay High School this spring.

Unless a visual aid supplements, clarifies and enlarges the instruction it has no place in the school program, but I feel that the film we use at John Hay High School does all these things, and has become an integral part of the English work done in the school.

MARGARET A. DOWNING, *Librarian, John Hay High School, Cleveland, Ohio*

Library Instruction

THE STONEHAM High School Library, Stoneham, Mass., which serves also the adjoining Junior High, is focusing its work in library instruction on the latter. A printed card for each pupil, designed with spaces to be checked off for each unit of work completed, has been used with good effect. The pride and enthusiasm of the student is aroused as he sees his own card being filled and compares it with those of his classmates.

In The Library World

A Unique Circulating Library

THE FOLLOWING letter from Father Henry D. Buchanan, written at the request of Mrs. Maude Durlin Sullivan of El Paso, tells of a unique circulating library in the small town of Las Cruces, New Mexico, fifty miles from El Paso:

"It is difficult to write about our little library in a serious way, as the institution is so very tiny and its organization is informal to say the least.

"We started it upon realizing that the only way for our Spanish-speaking children to acquire a decent vocabulary in English was to get them interested in reading. As they have no books at home and their parents have no interest in providing any, it was evident that this need could be filled only through a public library of sorts.

"Being quite unable to finance such an undertaking, we put a letter in the *Church Extension Magazine*, asking for juvenile and fairy books. The result was a flood. The chief trouble was that most people simply cleaned house and sent us the results; so in most cases we had to burn about two-thirds of the donation.

"However, after winnowing out what we judged to be usable, we had the beginnings of quite a little library. The most valuable contribution was the 'withdrawn' books which you so kindly let us have, as we had the benefit of an expert selection—every volume being desirable—and the donation was a generous one.

"We have now a collection of some fifteen hundred books, with a circulation of about ten a day in the summer time. Only classics are used in the winter time, as the children are quite sure they have no time to read during the school term, and the chief patrons of the library are the youngsters from the higher grades in the public school who come in search of their required reading.

"We hope to do much better than this when we can find time to work the idea up properly, but so far the demand simply walks up to the supply. I am pleased to notice that the taste of the children does seem to be improving, as their selections are gradually showing more intelligence and interest, even with the minimum of supervision and suggestion that I am able to give.

"We are badly understaffed, but by making service easy and pleasant for the children (a little at the expense of statistics and a derelict book or two), everything they get is clear gain and with no great strain upon any one.

"Our system of circulation is simplicity itself. We have the books in a readily accessible room in the Rectory, opening out of the office, where the children can come with no trouble at all. They select their books and bring them to the attention of whoever happens to be available—pastor, secretary, or housekeeper—and the book and date and name are noted on a calendar pad; to be scratched off when returned.

"One week is the time allotted to read a book, though little effort is made to restrict the period. We generally find, however, that if a child does not read a book in less than a week he is not very much interested.

"In this way the place is practically always open and is run with no expense whatever, and without too much trouble. We hope the friendly informality is at least a partial offset for the unfortunately limited attention given.

"The library is absolutely free—a necessity with many of these entirely impecunious children—and is not restricted to the school children. We have never advertised it, but such as patronize it come from all parts of the town and are of varying denominations. So far there are no requirements. Any child may draw books, and in many cases the name is the only information we have concerning him.

"With the hoped for coming of more and better books, more care will doubtless be given some way. Perhaps a librarian will materialize out of the air, along with the books. But we think it better to provide these necessaries of the intellectual life for the children, even in this slightly lackadaisical manner, than to wait for a proper equipment, which would be expensive and hence impossible."

Washington State Library Association

WORD HAS BEEN RECEIVED from Miss Leitch of Seattle that a state library association was set up and a constitution drafted at a meeting of December 29 or 30. The first real meeting will be held at Mt. Rainier, June 30, in connection with the Pacific Northwest Library Association. Mr. Jennings is chairman of the executive committee of the P. N. L. A. which is responsible for this action.

Libraries as Book Buyers

RECOGNITION of the vital service of libraries to the reading public is essential to a complete picture of the economics of the book industry, states O. H. Cheney, director of "The Economic Survey of the Book Industry 1930-1931" in the ninth chapter of his final report (New York: National Association of Book Publishers, 1931, cl., 337p., $10). The Survey therefore contains this chapter (p. 311-320), which is concerned with questions involving the library as a market and as a market influence.

The library market represents an annual volume of $13,886,280 expended for books alone. Of these sales approximately 43 per cent goes to local booksellers, 27 per cent to publishers and 29 per cent to wholesalers. There has been warfare between wholesalers, publishers and retailers for this business in some sections, a warfare unjustifiable from any point of view, according to the Survey.

Library discounts have been more generous than reasonable, in its opinion, and should not be increased. "There are limits to which the public purse should be permitted to benefit at the expense of any industry." The importation from England of titles published in the United States is a disservice to the American book buyer, it states,—"unworthy of public institutions and an unfair return for the very liberal terms on which the industry sells to the libraries."

Library buying shows an overemphasis on popular fiction, and, in non-fiction, on the more popular titles, the findings continue. A better balanced service to the public and to good books would be achieved by transferring some of the present expenditures for fiction to non-fiction. "Publishers cannot depend on the libraries for adequate support of many good titles of limited popularity."

Book information received by libraries exceeds in comprehensiveness and timeliness that received in almost any field. "Catalogs and other media for guiding librarians are highly organized and on a sound, cooperative basis . . . The various media for reaching the librarians are well-read and effective—but the publishers have not yet discovered their proper use in presenting to the libraries the merits of the titles which should have library sales."

The Survey finds that the majority of libraries have developed no effective method for studying reading habits and interests, basing this deduction on replies received from some two hundred libraries. "Because of these conditions, important groups in the actual and potential public of the libraries are not given the attention and service they need. These groups include, particularly, industrial workers and business men."

Notice to Our Readers— Statement of A. B. Dick Co.

"WE CALL your attention to a communication from Alice R. Eaton, Librarian, Harrisburg, Pa., Public Library, printed in the issue of THE LIBRARY JOURNAL of December 15, 1931, in regard to Mimeograph ink manufactured by this Company.

Permit us to say, first, that this ink has been used for many years by tens of thousands of people without one single complaint of any ill effects of any kind in connection with its use.

Second, we have been advised by competent experts that the ink in question contains no poisonous elements, nor does it give forth fumes that are poisonous in character or calculated to cause any serious effect.

In other words, the author of the communication is mistaken in the statements made.

A. B. DICK COMPANY"

THE LIBRARY JOURNAL is glad to publish this communication and readers are referred to our editorial pages for further statement on this subject.

A Who's Who in Library Service

THE NEED for a biographical handbook of persons engaged in different kinds of professional library service has long been felt by everyone who has to do with library personnel either in libraries or training agencies. As it has not seemed practical for the A. L. A. to expand the *Handbook* so as to incorporate even a minimum of biographical information about its members, Miss Alice Jewett and Dr. C. C. Williamson, after communicating with the directors of the older library schools and being assured of their hearty cooperation, have decided to undertake the preparation and publication of a "Who's Who in Library Service" on their own personal responsibility. The volume will be to a large extent a consolidated register of the graduates of all the accredited library schools who are in active service, but in order to keep the size of the volume within practical limits, it may be found necessary to omit the most recent library school graduates. Librarians holding important positions will be included even though they are not library school graduates. The question blanks are being distributed through their own schools to those who have had library school training.

New Buildings

THE LAYING of the cornerstone of the new Enoch Pratt Free Library building in Baltimore occurred on January 12th. This building, which covers one acre of ground, and contains 4,500,000 cubic feet, is being built from a municipal loan of $3,000,000 voted by the public in May, 1927. Six hundred thousand dollars was spent for additional land, so that the library could maintain its downtown location on Cathedral Street, running from Mulberry to Franklin Streets. Lengthy delays involved in a condemnation suit to secure one of the properties and an injunction suit as to the letting of the contract, delayed actual work until June 1931, at which time the old buildings were demolished. The building contract was let to the George A. Fuller Company for $1,998,000; the architectural fee and furnishings and equipment will consume the other $400,000. It is expected that the new building will be ready for occupancy next Christmas.

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CORNER-STONE laying ceremonies for the Edward L. Doheny, Jr., Memorial Library at the University of Southern California were conducted on December 11, 1931. The building, to cost approximately $1,000,000, is being erected by Mr. and Mrs. Edward Doheny, Sr., as a memorial to their son. The library will have four floors and a basement.

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THE NEW LIBRARY building of the town of Winchester, Massachusetts, was dedicated on December 5, 1931.

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THE CORNERSTONE laying ceremonies of the new Charles Deering Library on the Evanston campus of Northwestern University took place on January 11.

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A $35,000 CHAPEL and library addition to St. Luke's hospital, Racine, Wis., dedicated as a memorial to three generations of a family of Racine physicians whose service to the community added together totals 140 years, was completed in January.

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A NEW LIBRARY building for the Murray State College of Kentucky has recently been completed at a cost of $250,000. The building has been erected on the east side of the campus and is regarded as one of the outstanding college library structures in the south.

If Interested, Please Reply

THE MAIN THEME for one of the meetings of the Periodicals Section at the New Orleans conference is the "Use of Business Periodicals" in large libraries, medium-sized libraries, college and university libraries, and the training in their use in library schools. Librarians who are interested in the use of business magazines will please read the following questions and send answers to: (A) For libraries in cities with a population of 150,000 and over, to Miss Julia Ideson, librarian of the Houston (Texas) Public Library; (B) Libraries in cities of under 150,000 population, to Miss Aurelia Bun, reference librarian of the Lawson McGhee Library, Knoxville, Tenn.; (C) College and university libraries to Miss Guelda H. Elliott, librarian, Commerce library, University of North Caolina, Chapel Hill, N. C.

These are the questions:

The Place of Business Magazines in Libraries—A Tentative Survey of Their Use. (Broadly speaking, "business magazines" are those included in "500 Business Magazines Classified by Subject," Business Branch of Public Library, Newark, N. J.) 1. What is the extent of your business periodical collection and number on each subject? 2. What is your policy on binding and on keeping files? 3. What are your principal uses for current business magazines? 4. What problems arise in relation to indexing of business periodicals? What specific magazines now not included in indexes should be covered? 5. What twenty-five magazines do you find most important and why? 6. What are the most satisfactory features of magazines comprised in business collections? 7. What shortcomings are the most conspicuous?

The questions for library schools are slightly different. Miss Faith E. Smith of the Los Angeles Library School, Los Angeles (Calif.) Public Library, has assumed the responsibility of compiling the information from these sources. The first three questions addressed to library schools are as follows: 1. What business and trade magazines are discussed in your course? 2. What points do you recommend for consideration in building up a periodical order in this field? 3. What have you found to be the principal uses for current business magazines? The last three questions are the same as above.

Schedule of Radio Broadcast

ANIMAL BEHAVIOR

8:45-9:00 P.M., E.S.T.

The Great Apes	
HENRY W. NISSEN	February
Yale Institute of Human Realtions	13
Effects of Strong Emotions	
WALTER B. CANNON	February
Professor of Physiology, Harvard Medical School	20
Animal Drives	
CARL J. WARDEN	February
Assistant Professor of Psychology, Columbia University	27
How Animals Learn	
WALTER S. HUNTER	March
Professor of Psychology, Clark University	5
Intelligence of Animals and Men	
EDWARD L. THORNDIKE	March
Institute of Educational Research, Teachers College, Columbia University	12

Lenin Library Under Construction

THE LENIN Public Library, now under construction in Moscow, is to be opened in November, 1932, in connection with the fifteenth anniversary of the Soviet regime. The size of the Library will be 250,000 cubic meters and it will have space for eight million volumes. There will be seven large reading rooms to accommodate 7,000 persons, twenty-four scientific research rooms, an institute for library research, a training school, and a printing shop and bindery. The great square in front of the Library will be paved with granite. Wide marble stairs will lead to the main reading room, and all corridors and reading rooms will be faced with real and artificial marble.

The *Moscow Illustrated Weekly*, "Prozhektor," for December 1, 1931, contains an article on the new Lenin Library. The illustrations are a portrait of V. L. Nevski, director of the Library, a reproduction of the main elevation, a photograph of the building in the process of construction, and three views of the interior. According to this article, the Lenin Library has now four million volumes and a large duplicate file.

Fellowship and Scholarship Grants

ACTING UNDER a grant from the Carnegie Corporation, the A. L. A. Committee on Fellowships and Scholarships has announced that a limited number of grants are available for the school year, 1932-33. The purpose of these grants is to enable persons who have shown promise of contributing to the advancement of the library profession to pursue a year of special study or research.

In general applicants should be graduates of approved colleges or universities and should have had one year's work in a library school and satisfactory experience, although these requirements may be varied for exceptional cases. The stipend for a fellowship will be $1500 or more, varying according to the requirements of the recipient and, if warranted, may be renewed for a second year. Scholarships will vary in amount from $750 to $1000, and will be awarded to persons with less extensive experience and training.

Applications should be filed with Mr. Harrison W. Craver, Engineering Societies Library, 29 West 39th Street, New York, N. Y.

A Library Of Sound

NEW KINDS of libraries are being established every day, but perhaps the newest is a "library of sound"; an institution of increasing importance in the motion picture industry, which centers in Hollywood, California. There the industry has on file every imaginable sound, from a rattlesnake's rattle to a lion's roar. Recorded on durable film, these noise tracks are ready to be interpolated into motion pictures.

Book Reviews

(*Concluded from page 129*)

Thomas Arnold, E. Benjamin Andrews, J. Grahame, Hildreth, Hume, Lamartine, Parton, Ridpath, Rollin, Lossing, represented in Adams by a total of twenty-two titles, are absent from the *Guide*.

Guizot, Carlyle, Rawlinson, Forster, Green, Alison, Heeren, Michelet, Hallam, Merivale, names of indubitable respectability, to say the least, have had their collective representation cut from forty-eight titles in Adams to nineteen in the *Guide*. These enumerations may or may not fully persuade the modern historian that the fifty-year-old Adams may be discarded as wastepaper. The librarians will keep him, however.

Both librarians and historians, and a vast reading and student constituency beside, will say "Amen" to the net verdict that this new *Guide*, with its 1200 pages, its 8000 titles, its 350 collaborators, merits our grateful thanks, deserves well from the learned world, and is fairly entitled in turn to its own half-century of useful and honorable life.

J. I. WYER.

Library Organizations

Pennsylvania Library Association

THE PENNSYLVANIA Library Association meetings were held in Pittsburgh, October 20-23. The impression left upon the large number present was one of excellent management on the part of the President, Mr. Munn, and unusually fine support from the Carnegie Institute. The programs with cuts of the buildings were beautifully printed and one of the many gratuities provided. The hospitality of the Institute was shown in the delightful tea given in the beautiful Foyer of the Music Hall and served by the students of the Library School. The Pittsburgh district has a number of new, especially equipped, library buildings. Bus trips were provided which enabled the members to combine a social outing with an instructive inspection of the latest methods of work. A further feature of the program possible only under the Carnegie auspices was the guest opening of the International Exhibit of Modern Art, with the illuminating talk proceeding it by Mr. Homer St. Gaudens. The University of Pittsburgh added its share to the attractions offered. Trips to the top of the Cathedral of Learning and views of some of its unique plans were open to the visiting librarians. Outstanding in literary interest was the address, "Reading for Enjoyment," of Mr. John Macy at the close of the dinner held in the Hotel Shenley.

Among the items of business the announcement of the passing of the State Aid bill, sponsored by the Association and advanced by its Legislative Committee created the most satisfaction. A resolution to be presented to the State Department of Public Instruction deploring the use of clippings by school pupils was passed. The new State Librarian, Miss Gertrude MacKinney, was introduced. She outlined inspiring plans for the development of the State Library. Her address, together with that of Miss Julia Wright Merrill, Executive Assistant of Library Extension, A.L.A., on County Libraries, presented a program of work calling for the loyal support of the members of the Association during the ensuing year. The four round-tables, Small Public Libraries, Large Public Libraries, Hospital Libraries, and College and University Libraries had excellent programs and were well attended.

The following officers of the Association were elected for 1931-32:

President, Miss Margaret Jackson, Kingston; Vice-President, Miss Harriet McCarty, Pennsylvania College for Women, Pittsburgh; Secretary, Miss Edna Krouse, Wyomissing; Treasurer, Miss Harriet T. Root, Bethlehem Public Library, Bethlehem.

North Dakota Library Association

A JOINT meeting of the North Dakota Library Association and the North Dakota Educational Association was held in Bismarck, North Dakota, November third to sixth. The Library Association met one day in advance of the Education Association. On Tuesday evening, Mr. J. L. Bell of Bismarck gave a delightful talk on the "Joys of Book Collecting" and displayed his collection of Stevenson and Thackeray. This was followed by a reception.

Wednesday morning, an economy symposium was held. Mrs. Kuenning discussed problems of economy from the librarian's viewpoint and Mr. C. L. Young of the Bismarck Library Board talked from the trustee's viewpoint. Mr. Russell Reid, State Historical Society, Bismarck, gave a talk on local history collections, and religious interests in the community was given by Miss Helen Vaile, director, Religious Education, Presbyterian Church, Bismarck. This was accompanied by a book exhibit.

After a luncheon held at the Prince Hotel, the group motored to the Library Memorial Building at the Capitol. Miss Bessie R. Baldwin, State Library Commission, spoke on the teen age, her talk being accompanied by a book exhibit. A visit to the State Library Commission was then made, where Miss Lillian E. Cook, secretary, State Library Commission, talked on "To Keep or Not to Keep." The State Historical Society was next visited, Mrs. Florence Davis, librarian, State Historical Society, Bismarck, escorting the members and giving a talk.

Thursday and Friday mornings were left free, so that the librarians might attend the sessions of the Educational Association. Thursday afternoon a joint meeting of the public and school librarians was held. A discussion of "Standard Reading Investigations" was held, handled by Mr. Leslie Quant, State Teachers College, Valley City, from the teacher's standpoint, and by Miss Marie E. O'Brien, Devils Lake Public Library, from the library viewpoint. Mrs. Hazel Webster

Byrnes, librarian, State Teacher's College, Mayville, gave a report on the School Section of the A. L. A. Meeting at New Haven. The North Dakota historical and pictorial map, prepared by Mr. Russell Reid, and Mr. Gannon of the State Historical Society, was introduced by Miss Hazel McCulloch, State Teacher's College, Minot. She gave a talk on the historical features portrayed in the map.

Friday afternoon a meeting of the Department of Libraries was held. Dr. Robert D. Cole, University of North Dakota, Grand Forks, gave a survey of North Dakota secondary school libraries. The school library from the administration viewpoint was discussed by Miss Nellie R. Swanson, State Teacher's College, Dickinson. Mr. William H. Carlson, librarian, University of North Dakota, gave a talk on "Training the Teacher-Librarian" from the university viewpoint, and Dr. C. E. Allen, President, State Teacher's College, Valley City, discussed the same subject from the teacher's college viewpoint.

New officers elected for 1931-32 are:

President, Miss Harriet Anfinson, Valley City Public Library; Vice-President, Miss Lillian Mirick, State School of Science Library, Wahpeton; Secretary-Treasurer, Miss Marie O'Brien, Devils Lake Public Library.

To Cease Functioning

THE CANADIAN BOOKMAN for November, 1931, has the following note about the St. Sulpice Library at Montreal:

"Every Canadian interested in his country's history will deeply regret the announcement which comes from Montreal to the effect that the St. Sulpice Library, with its magnificent collection of 140,000 volumes, may cease as a public institution. The vast resources of this Library have been available to students and others since 1915, but the gentlemen of St. Sulpice now feel that the financial burden of maintenance is too heavy for them in view of what they consider to be prior claims upon their resources, and there is, in consequence, a practical certainty that the library will cease to function. The alternative lies in some form of support to be given, directly or indirectly, by the public. The amount required is $30,000 a year, and a proposal has been made that the City of Montreal and the province of Quebec each guarantee half this amount for a period of twenty-five years. The Provincial Government, it is said, is willing to cooperate in this practical way, but the city, so far as this year is concerned, at least, has pleaded poverty."

Book Club Selections

Book League of America

LIFE AND ANDREW OTWAY. By Neil Bell. *Putnam.*

A novel in the rich and hearty tradition of early Victorian fiction.

Book-of-the-Month Club

MARY'S NECK. By Booth Tarkington. *Doubleday.*

The typical absurdities of American summer life.

Catholic Book Club

AFOOT IN ITALY. By John Gibbons. *Dutton.*

Children's Book Service

THE TIMID GIANT (Primary Group). By Earle Ludgin. *Children's Press.*

THE DARK SECRET (Junior Group). By V. M. Hillyer. *Century.*

THE HERE-TO-YONDER GIRL (Senior Girls). By Esther G. Hall. *Macmillan.*

TOSS UP (Senior Boys). By Donal Hamilton Haines. *Farrar.*

Junior Literary Guild

PEACOCK EGGS (Primary Group). By Margaret and Mary Baker. *Duffield.*

Illustrated with silhouettes.

SWALLOWDALE (Intermediate Group). By Arthur Ransome. *Lippincott.*

MOUNTAIN GIRL (Older Girls). By Genevieve Fox. *Little.*

Story of Kentucky mountain girl today and her struggle to educate herself and her people.

HEROES AND HAZARDS (Older Boys). By Margaret Norris. *Macmillan.*

Biographical sketches of modern men who follow careers of courage and danger.

Literary Guild

THESE RESTLESS HEADS. By Branch Cabell. *McBride.*

Essays.

Religious Book Club

GRACE IN THE NEW TESTAMENT. By James Moffatt. *Long.*

Scientific Book Club

PSYCHOLOGY AT WORK. Edited by Paul S. Achilles. *Whittlesey.*

Yale Receives $2,000 Gift

A GIFT of $2,000 has been made anonymously by a Yale undergraduate to the University Library for the purchase of books which the University Library could not otherwise obtain under its budget. This gift was made in response to information that because of the depression, the Library was forced to reduce the number of books it had planned to purchase.

The Mobile Plan of Operation

THE CITY COMMISSION has cut off entirely the operating appropriation and requested the Mobile Library Board, created by an ordinance of the City of Mobile and operating the Library under the terms of that ordinance, to formulate and carry out a plan for raising funds for operating the Main Library and the Davis Avenue Branch. The Board, after very careful study, has evolved a general plan and the Commissioners have approved the plan and asked the Board to work out the details and proceed with its execution.

The basic features are: (a) Charges to the individual for borrowing privileges, and (b) Substantial contributions from those able to help and who realize the calamity that would be involved in closing the Library. It must be frankly stated that this latter help is absolutely necessary to avoid closing the Library.

The contribution feature requires further planning, but the charge feature were put in operation beginning with January fourth.

Each borrower will have the option of making a single annual payment for the right to one year's use of the circulation privileges, one book at a time, or of paying separately for each book borrowed, payment to be in advance in either case. If more than one book at a time is desired by the borrower making the annual payment, he will be charged ten cents for each additional volume.

The annual charge will be one dollar in the Adult Department, and fifty cents in the Juvenile Department. Where the annual charge is not paid the charge in both departments will be ten cents per volume. Fines for overtime will continue as at present.

It will greatly facilitate the work to have as many borrowers as possible make the annual payment and in view of the long service freely given by the Mobile Library Board to the public, the Board feels justified in urging borrowers to cooperate by using the simpler annual payment system.

The above plan makes it unnecessary to draw further distinction between City and extra-City borrowers, and the latter will hereafter be served under the above plan.

MOBILE LIBRARY BOARD

Book Thief Sent to Jail

CHARLES J. ROMM, 49 years old, owner of a book shop at 110 Fourth Avenue, Brooklyn, and recognized authority on rare books, was sentenced to an indeterminate term of not more than three years in the penitentiary on January 6. Romm pleaded guilty recently to a second-degree grand larceny charge to cover eight indictments in thefts of books from the libraries of Columbia and Harvard Universities and Dartmouth College and public libraries in this and other cities. In a report to the court, Irving W. Halpern, chief probation officer, said Romm had been the leader in a plot through which the books were stolen by youths who posed as students and to whom Romm paid a small sum for each book he had ordered stolen. Then he sold the book, Mr. Halpern's report continued, for almost their full market value.

The specific theft for which Romm was sentenced was that of the book *Fragment of a Journal of a Sentimental Philosopher*, valued at $400, which had been stolen from Harvard. The thefts begun about three years ago, but Romm was not revealed as the head of the scheme, however, until the arrest last June of Harold B. Clark at Lancaster, Mass., for the theft of a book from the public library there. Clark involved Romm in the book theft conspiracy, and when Frank C. Erb of Columbia university, went to Romm's shop he found thirteen books that had been stolen from Columbia. Other arrests were made and then it was found that $40,000 worth of rare books had been stolen by the ring.

Wiese Addresses Children's Librarians

MR. KURT WIESE, writer and illustrator of children's books, gave an address at the January meeting of children's librarians of the Brooklyn Public Library. The audience listened with that wrapt delight which children give to a favorite story teller while Mr. Wiese described vividly, humorously, and with all the charm of a modest and lovable person, his experiences in China, in Australia, in the Brazilian jungle and in other strange places.

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Among Librarians

Appointments

DAGNY V. ANDERSON, Drexel '30, has been appointed librarian at Wagner College, Staten Island, N. Y.

MRS. RACHEL RHOADES ANDERSON, Pratt '11, formerly librarian of the Central Park Free Library on Long Island, is now cataloger at the New York County Lawyers' Association.

JANE L. BAKER, Columbia '28, has resigned from her position at the Danbury Public Library to accept the librarianship of the State Normal School Library at Danbury, Conn.

KATHARINE BALL, Columbia '28, who has been with the Training School of the Queens Borough Public Library, has been appointed director of the Enoch Pratt Free Library Training Class, Baltimore.

MRS. GABRIELLA BARBU, Columbia '27 recently in the Catalog Department of the Enoch Pratt Free Library, Baltimore, has accepted a position in the Catalog Department of the Library of the Johns Hopkins University.

CLARA M. BARNES, Wisconsin '19, was elected librarian of Grade Libraries, Shorewood School, Milwaukee, during the summer, beginning her new duties on September 8.

NORA BATESON, Pratt '29, has been appointed teacher of cataloging and classification in the McGill University Library School to fill in a vacancy.

ELIZABETH BEAL, Pittsburgh '27, is now children's librarian of the West End Branch, Carnegie Library of Pittsburgh, Pa.

ROBY E. BLAIR, Pittsburgh '31, was appointed assistant in the Library of the Western Theological Seminary, North Side, Pittsburgh, Pa., January 1.

MRS. SARA BRADLEY BOYD, Pittsburgh '27, is acting branch librarian of the Hazelwood Branch of the Carnegie Library of Pittsburgh, Pa.

HESTER A. BRADBURY, Simmons '28, who has been for the last few years at the Marine Biological Laboratory Library at Woods Hole, Mass., has resigned her position to study Biology and Zoology at Duke University.

B. JEANETTE BURRELL, Albany '24, has left the Ohio State University Library and has been appointed assistant in the Order Department of the University of Michigan Library.

JEANNETTE H. CLAUSEN, Illinois '31, formerly connected with the Appleton, Wis., Public Library, is now assistant to the librarian of the Hardware Mutual Casualty Company at Stevens Point, Wis.

DOROTHY CHARLES, Wisconsin '28, accepted the appointment as assistant cataloger, Indiana State Library, Indianapolis, on July 1.

ADELINE COOKE, Wisconsin '23, has accepted the position as librarian of the High School Library, Santa Monica, California.

CLAIRE CHAPMAN, Pittsburgh '26, has been appointed head of the Children's Department of the Birmingham Public Library.

MRS. VERA SOUTHWICK COOPER, Michigan '28, who has been for the past three years Instructor in Charge of the Training Class at Enoch Pratt Free Library, Baltimore, Md., has recently accepted the appointment as librarian of the DePauw University, Greencastle, Ind.

HERBERT HENRY EDMUND CRASTER has recently been elected librarian of the Bodleian Library, Oxford, England. Mr. Craster received a Fellowship at All Souls College in 1913 and was appointed sub-librarian of the Bodleian Library in 1912.

JOSEPHINE CURRY, who was librarian of the Redmond Company, has taken a position with the New York Public Library. Miss Curry is engaged upon the preparation of the books for a new branch of the Library soon to be opened.

RUTH A. DENNIS, Western Reserve '24, has accepted the position of first assistant in the Circulation Department, Seattle Public Library.

CASINDANIA EATON, Simmons '29, formerly librarian of the Walpole, Mass., Public Library, has been appointed readers' adviser at the Osterhout Free Library, Wilkes-Barre, Pa.

ETHEL M. FEAGLEY, Columbia '30, formerly librarian of the Cheltenham High School Library, Elkins Park, Pennsylvania, became a member of the staff of Teachers College Library, Columbia University, as a special consultant on January 1.

AGNES FLANAGAN, Simmons '27, has recently accepted the position of cataloger of the Greek and Latin collections at Ohio State University.

ALICE A. FROST, Wisconsin '19, first assistant in the Circulation Department of Seattle Public Library for the last two years, has been appointed head of the Adult Education Department of the same library.

LUCILE MAY, Wisconsin '28, who has been on the staff of the Reference Department, Minneapolis Public Library, since her graduation, has resigned to accept the appointment as reference librarian, Superior Public Library.

ELIZABETH MENDENHALL, Pittsburgh '28, is assistant librarian of the Taylor Allderdice High School, Pittsburgh, Pa.

JANET MERRILL, Pittsburgh '28, is children's librarian of the South Providence Branch Library, Providence, R. I.

RACHEL MOORE, Pittsburgh '30, is now acting first assistant in the Hazelwood Branch of the Carnegie Library of Pittsburgh, Pa.

HELEN NEIGHBORS, Simmons '25, has returned to the Detroit Public Library as head of the Schools Department.

BESSIE M. NOBLE, Pittsburgh '24, is librarian of the Roosevelt Junior High School, Springfield, Ohio.

ISABEL NOLAN, Pittsburgh '18, has been appointed librarian of the Indianola Junior High School, Columbus, Ohio.

MARY C. O'KEANE, Washington '27, after four years with the Library Association of Portland, Oregon, is now assistant in the Bushwick Branch Library of Brooklyn, N. Y.

IVA J. OLIVER, Wisconsin '28, who has been reference librarian at Colorado Agricultural College Library, Fort Collins, since her graduation, resigned in the summer to accept the appointment as librarian of the Skinner Junior High School Library, Denver.

WILLIAM OWENS has recently been appointed chief of the Circulation Division of the Stanford University Library, California, filling the vacancy left by the resignation of Charles V. Park.

CHARLES V. PARK, assistant librarian of Stanford Library, Stanford University, Calif., resigned at the end of the fiscal year to accept a position as librarian at Mt. Pleasant Teachers College, Michigan.

MARIE K. PIDGEON, Albany '14, formerly with the Cleanliness Institute, is established as Consulting Librarian at 135 E. 52nd St., New York City. She offers a service in research and organization and also supplies material on women's club topics, garden club subjects and other information to make the library resources of New York City available to persons outside of the Metropolitan area.

EDWARD H. REDSTONE was recently appointed by the Governor of Massachusetts to the position of director of the Division of Public Libraries to fill the vacancy caused by the death of Charles F. D. Belden. Mr. Redstone has been a member of the Board of Free Public Library Commissioners as well as state librarian since 1919.

HARRIET ROURKE, Simmons '29, for some time librarian of the U. S. Veterans Hospital at Sunmount, New York, has been transferred to the Veterans Hospital at Newington, Connecticut.

JAMES ROSS, Deputy City librarian, has been appointed City librarian of Bristol, England, in succession to Mr. L. Acland Taylor, who has resigned on superannuation. Mr. Ross has been for many years, a tutor and examiner to the Library Association, and an external examiner to the London University School of Librarianship.

CHARLES J. SHAW, executive assistant in the New York Public Library, will be detailed, without change of title, to the supervision and coordination of the "process" divisions (Acquisition and Preparation) in February after Carl Cannon leaves. Mr. Lawrence O. Mumford will be transferred to the Director's office from the Information Desk as general assistant.

ELIZABETH G. SHEPARD, Columbia '29, has resigned her position as librarian of the Union (N. J.) High School Library, and went to the Millburn (N. J.) High School Library in September.

ELEANOR SNOW, Simmons '29, has been appointed first assistant in the Children's Department of the White Plains, New York, Public Library.

FANNIE TABER, N. Y. P. L. '14, has left Alabama where she was working for the establishment of a State Library Commission, to take charge of the Greenville, S. C., Public Library.

ELSIE G. TAYLOR, Washington '26, after five years as cataloger in the Public Library of Victoria, B. C., has been appointed assistant cataloger in the American Library in Paris.

CASPER TUYSIZIAN, the librarian of Robert College, Istanbul, Turkey, has been granted a fellowship by the Carnegie Endowment for International Peace to enable him to visit America and Europe and to study the methods now in use in various libraries.

ELIZABETH WAGNER, Pittsburgh '30, is first assistant of the Boys and Girls Room in the Hazelwood Branch of the Carnegie Library of Pittsburgh, Pa.

MRS. HELEN A. WATSON, Michigan '28, is now head cataloger at the Ann Arbor, Mich., Public Library.

KATHRYN E. WIEHE, Columbia '30, has been appointed assistant librarian of the New School for Social Research, New York City.

RACHEL WOODWORTH, Albany '26, has been appointed librarian of the Irvington, N. J., High School.

RUTH WORDEN, Wisconsin '15, has been appointed acting-dean of the University of Washington Library School.

Opportunities For Librarians

Buffalo State Teachers' College and University of Buffalo Library Science graduate with B.S. in Education wants position in public library circulation, children's or referene departments, or in a normal school or college. Applicant is fitted to teach in junior high school and at the same time take care of the library of the high school. B10.

●

Young woman, university graduate with B.S. degree in Library Science, desires immediate appointment. Experience in all phases of library service in a very progressive library. Satisfactory references. Available for a position in any public library or as high school librarian. Will accept temporary position. B11.

●

College and library school graduate with several years' experience in general college and university library work, reading knowledge of foreign languages and some travel in Europe, desires position as assistant, head of department, or librarian in special or small library. Any locality will be considered. West preferred. B12.

●

University graduate, two years' library training, experienced special and public libraries, secretarial, editorial, bibliographic and research work, needs position in New York or suburb. B13.

●

University and library graduate would like position in a university or in a city containing a university. Has had two years' experience in cataloging in a divinity school, also taught Latin and German in high school. B14.

●

Young woman wishes position in library. Has B.S. degree in Library Science, A.B. and M.A. degrees, three years' experience in teaching and one year of practice in college library. Will consider reasonable salary and will go anywhere in U. S. Ready to begin work now. B15.

Juvenile Book Review Contest

THE OXFORD UNIVERSITY Press announces a series of prizes for book reviews written by boys and girls. There will be two groups of prizes, one group for boys and girls from six to ten years and one for boys and girls from eleven to sixteen years. The prizes in each group are first prize, $15, second prize, $10, and third prize $5. Also there will be ten honorable mentions with book awards. The final judges will be May Lamberton Becker, Editor of *St. Nicholas* and Helen Ferris, Editor of the Junior Literary Guild. Rules and information may be secured by addressing the Oxford University Press, Books for Boys and Girls, 114 Fifth Avenue, New York.

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The Calendar Of Events

March 4-5, 1932—New Jersey Library Association and Pennsylvania Library Club, annual meeting at Hotel Chelsea, Atlantic City, New Jersey.

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April 25-30, 1932—American Library Association annual meeting at Roosevelt Hotel, New Orleans, La.

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May 9-11—California Library Association, annual meeting at Biltmore Hotel, Santa Barbara, California.

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October 13-15—Pennsylvania Library Association, annual meeting at the Nittany Lion, State College, Pennsylvania.

●

October 26-29—Southwestern Library Association, annual meeting at Little Rock, Arkansas.

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ALL OF THE literature of the Evaporated Milk Association is free and can be obtained in quantity. Librarians will be particularly interested in "The Story of Evaporated Milk," a booklet describing the manufacturing process; and "The Nutritive Value of Evaporated Milk," excerpts of articles in professional magazines.

●

THE BUREAU of Social Hygiene, Inc., has published a report on "The Legal Use of Narcotics in Detroit, Michigan and Environs" which is based on an exhaustive examination of drug store records, records of physicians, dentists, hospitals, etc., for a period of one year. A further study and report on "The Use of Narcotics Under the Provisions of Federal Law in Six Communities in the United States of America" is also available. Copies may be obtained from the Bureau of Social Hygiene, Inc., 61 Broadway, New York City.

●

THE SOUNDING OF "Roll Call" has been indorsed by many organizations, including the Army and Navy and many school systems, as an appropriate part of Armistice Day programs and similar occasions. The U. S. George Washington Bicentennial Commission approves and recommends it for this Day, and for Flag Day, Independence Day and Constitution Day. By sending addressed envelope and four cents in stamps to its composer, Stanley Walter Krebs, 1065a Sterling Place, Brooklyn, N. Y., free copies of the music and other details may be obtained.

●

THE BAKER LIBRARY, Harvard University, Grad. School of Bus. Admn., Soldiers Field, Boston, Mass., offers the following free of charge to any Library who will pay for transportation:

A. L. A. Catalog. 1904.

Ames, John G.—Comprehensive Index of the Publications of the United States Government, 1889-1893. Washington, 1894.

Catalog of the Public Documents of the 56th Congress and the other departments of the Government of the U. S. for the period from July 1, 1899 to June 30, 1901. Washington, 1903.

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SPECIALISTS IN LIBRARY BINDINGS

IN TWO PARTS PART II

THE LIBRARY JOURNAL

February 1, 1932 Vol. 57 No. 3

Melvil Dewey

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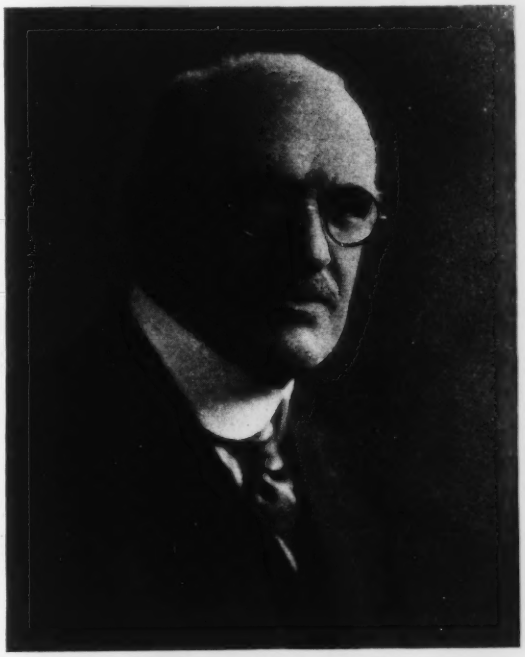
1932

Melvil Dewey

MELVIL DEWEY was one of those beings who might rightly be called a human dynamo. He was scarcely out of his teens when he developed the schemes of the Decimal Classification for libraries known the world over by his name, and he continued in active work in the several causes which he made his own till he became an octogenarian, alas but a fortnight before his death. Throughout these sixty years of resolute activity he lived a purposeful, effective life, with abundance and variety of result such as few men have known.



Dewey at Seventy-three

Melvil Dewey was not Yankee born, as was perhaps naturally thought, but was born a New Yorker, and he combined the wide outlook of the Empire State with the shrewdness of circumscribed New England. His father was Joel Dewey and his mother's maiden name was Eliza Green. The hamlet of Adams Center in Jefferson County, ten miles from Watertown, where his father kept a country store, has perhaps its sole distinction in being the birthplace of Melvil Dewey, December 10, 1851. The month of his birth was also the month in which Louis Kossuth arrived in America, and how must the prophetic soul of the boy shuddered when he was old enough to realize that his christening name was Melvil Louis Kossuth Dewey. The boy was father of the man and must have been rather overpowering to the actual father. The store sold tobacco, but young Dewey, as a result of deep conviction, sold it all to the rival store and announced that the Dewey store would no longer trade in the weed. As a youngster he earned pennies by helping in farm work until he had enough dollars to buy an unabridged dictionary, which he walked to Watertown to purchase. His impulse to serve human kind had led him toward the ministry, but at fifteen he began to see that education offered a still broader field. It was not until he was in his twentieth year that he was able to enter college, in the class at Amherst which graduated in 1874. His interest in books at once brought him into touch with the library, then modestly housed in the wooden building which William I. Fletcher later made famous. In this he was first a student helper, then from 1874-75 assistant librarian, from 1875 to 1876 acting librarian, and from 1876-1877 again assistant librarian. Amherst gave him his M. A. in 1877 in regular course, but did not more fully recognize by honorary degree the son who through his library work carried the name of his Alma Mater abroad as few if any have ever done, and it was left to Syracuse University and Alfred University to give him, both in 1902, the well-deserved honor of LL.D. which made him rightly Dr. Dewey.

It was in those early Amherst days that he projected the first of his three great contributions to modern library progress, each of them perhaps greater than the contributions of any other of his day and generation. These were the Decimal Classification, the development of the American Library Association and the initiative library school. One day in chapel, while the Prex was delivering platitudes, the youth's mind was more active, and in a more practical direction. He had been thinking a good deal of book classification. He had not been satisfied either with the fixed location of subjects on the shelves

or with the alphabetical arrangement of books, which later the State Librarian of Georgia boasted to library visitors was his brilliant invention when he first tackled the problems of the State Library to which as a Confederate war veteran he had been appointed. Suddenly it flashed upon the young student's mind that the decimal system could be utilized in the classification of books and that here was a solution of his vexing problem. The first edition of the Decimal Classification was published from Amherst in 1876 and thus the system was sometimes known as the Amherst classification. The application of the principle was entirely novel for it meant that to the right of the decimal point there could be infinite sub-division without rearrangements, no matter how large a library or how minute the classification. In this respect it was in sharp contrast with Charles A. Cutter's expansive classification which was for some time its rival, a classification not really expansive because it needed remaking from step to step, while the Decimal Classification held good throughout. Thus the Dewey classification, which would have been all the better could the duo-decimal system which he also favored have come into use, came to be the accepted method for most libraries, and it was to his regret that the Library of Congress worked out its separate notation and Dr. Billings devised still another classification for the New York Public Library, thus preventing the entire integrity of library methods in this field. It was an extraordinary achievement for one of his youth to plan out a scheme of knowledges which was all-comprehensive in its day and which, on the whole, has stood the test of time to remarkable extent. No prophet can foretell the future and in the sixty years succeeding science has developed and ramified beyond possible foresight in those days. It is always true of standardization that exceptions sometimes become as important as the rules, and this has been the basis of much of the criticism of the D. C. as obsolete and of various attempts to reshape the categories. But no college professor or faculty could really have done a finer piece of work than Dewey did in his time, and the thousands of libraries throughout the United States and elsewhere in the world which have adopted the system are his everlasting debtors.

Abroad his most active disciples have been La Fontaine and Otlet in Belgium, who established the Institut International de Bibliographie and set about working out the decimal classification in almost infinite detail of subdivision, to the point, for instance, of having a minute sub-division for paper car-wheels. This extended Classification Decimale, spoken of as the C. D. instead of the D. C., already extends in its first volume to over 1500 closely printed pages, in comparison with the twelfth edition of the D. C. with its 1243 more open pages. No one who has not seen the extraordinary collection of *fiches* or cards housed in the Palais Mondial in Brussels, which represents the practical application of the C. D., can appreciate the extent of this colossal enterprise, now reaching toward fifteen million cards and requiring so much space and so much cost for upkeep as to make its future unfortunately an almost unsolvable problem.

From Amherst Dewey came to Boston where he made his headquarters for seven years, engaged in the three causes which were his life work until the development of the Lake Placid Clubs engrossed him. After the formation of the American Library Association and his election as secretary, he made headquarters for it in Boston, under Justin Winsor's presidency, and he also became secretary of the Spelling Reform organization and of the Metric Bureau, both of which profited from his organizing ability. When Mr. Carnegie became interested in simpler spelling, Dewey proved a chief agent under a Carnegie grant in carrying forward the plan, especially with reference to the ten words—as catalog for catalogue—which it was hoped might come into general use and make converts for the larger plan. Several of these came into general use, but the progress of the entire reform did not fulfill the hopes of Mr. Carnegie in his lifetime or of Dewey in his day. Nevertheless he loyally persisted not only in using simplified spelling in its entirety in all that he wrote, but in the relations of the Lake Placid Club where the casual and uninformed visitor was not a little perplexed to know what *yst te* at the head of the supper menu meant until these mystic words were transformed into common speech as iced tea. Naturally he was drawn into advocacy of the metric system, which has had perhaps more progress than simplified spelling and which is gradually being adopted by American engineers, though not yet fully by the U. S. Government in its mathematical relations. When these movements reach success, that success will largely be owing to the pioneer work of Melvil Dewey.

In Boston he made the acquaintance of Annie R. Godfrey, who became his wife in 1878. She was an ardent sympathizer in his

reforms and for some time spelled her name Ani Dui, and Dewey himself utilized the simplified form of Dui until it was reported that banks refused to recognize such signature as legal. That form appears on THE LIBRARY JOURNAL title-page in 1880, but was later dropped and Dui again became Dewey.

In Boston, then considering itself at least the literary hub of the universe, his first business venture was the Readers and Writers Economy Company to provide standardized material such as after the organization of the American Library Association was worked out so fully by its Co-operation Committee of which Charles A. Cutter was chairman. It is not true that the library card was an American invention, for Leyden University had a card catalog more than a century earlier, but the standard card, first in index size and later in what is now the standard size, with the hole punctured for the retaining rod, was an American development for which Cutter and Dewey should have full credit. This initial company was translated into the Library Bureau, which commercially had rather a checkered career in its early days. It had early expanded beyond its capital and Dewey and H. E. Davidson, who was associated with him in the enterprise, were given opportunity to purchase the stock at 40 cents on the dollar, as was done by Dewey, who continued the development until differing views and further financial difficulties compelled a reorganization and Davidson became the manager. The Library Bureau proved indeed a far-seeing venture for ultimately it was placed on a sound commercial basis, having now factories in many places here and abroad through which a usefully uniform outfit for libraries from cards to furniture is provided. It was finally absorbed, in 1926, into the Remington Rand Company, in combination with the well-known typewriter and other office apparatus, and is one of the strong features of that organization, although, despite Mr. Rand's book, *Assuring Business Profits*, this has not proved a happy investment for its stockholders.

Amherst College Library—1874

Frederick Leypoldt, with earlier experience in Philadelphia as publisher, importer and bookseller, with a circulating library, had come to New York and in association with a young Yale graduate, Henry Holt, had formed the firm of Leypoldt & Holt. He had for bibliography the like passion to that of Dewey for library classification. He decided to devote himself to this field, and in 1872 started the *Weekly Trade Circular*, renamed the *Publishers' Weekly*, with which was later combined George W. Childs' *American Literary Gazette and Publishers' Circular* which had been published since 1852 in Philadelphia. Leypoldt brought into contributing association with his enterprise R. R. Bowker, who, as literary editor of the *Evening Mail*, had made information as to authors and publishers a specialty of that daily and was later connected with the literary department of the *Tribune*. A department of library notes was made a feature of the *Publishers' Weekly*, and in its issue for May 20, 1876 announcement was made of the proposed development of this feature into a separate library periodical. The plan at once interested Dewey, who hastened to New York and stated to Leypoldt that he had already proposed to a Boston publisher a similar publication. The three men put their heads together in working out the plan and in connection with it, in the office in the old World Building at 37 Park Row, the suggestion was made that there should be a revival of a library association

which had been projected in 1853 but which was no sooner born than it died. Letters and telegrams were at once sent out to leading librarians from Boston to San Francisco asking their cooperation, which with scarcely more than a single exception was promptly promised, and thus THE LIBRARY JOURNAL and the American Library Association had beginning, the first number of THE LIBRARY JOURNAL being published in September 1876 and the organizing conference of the American Library Association being held at the Philadelphia Centennial Exposition in October. Dewey's enthusiasm for the proposed library periodical was so unbounded that Leypoldt was induced to make an extraordinary business arrangement by which Dewey, who as managing editor in Boston was to get together and prepare the material—Bowker in New York was to be general editor—was to have 20 per cent of the gross revenue both from subscriptions and advertisements, without reference to cost of production. Within four years the publisher's loss had exceeded $5000 and exhausted his capital and threatened the suspension of the periodical. A compromise was effected, as a part of which Dewey received the back numbers of the periodical as well as part cash, and a new start was made, with Cutter as editor, Bowker having gone to London to start an English edition of *Harper's Magazine*.

Dewey naturally became the secretary of the American Library Association when formed and was for years its motive power, and to his initiative is to be attributed the permanent success of the national organization in contrast with the prompt demise of the 1853 project, which lacked the spirit and devotion of a Dewey to carry it through. Dewey remained as secretary for fourteen years, through the successive presidencies of Winsor, Poole, Cutter and Crunden, until in 1890 he was himself elected president in deserved recognition of his service and ability.

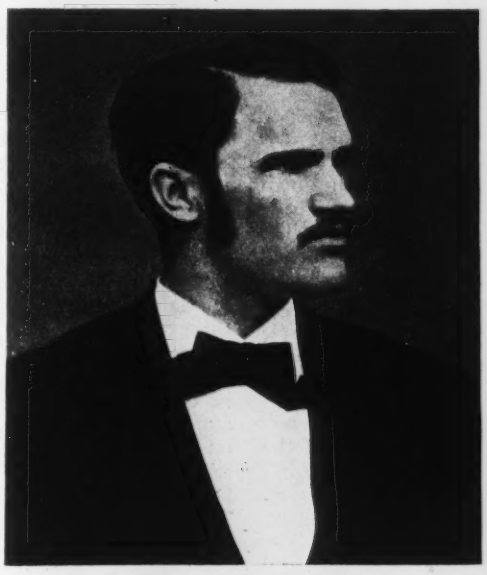
In 1883 Dewey was called to New York to become chief librarian and later Professor of Library Economy at Columbia College, then under the presidency of F. A. P. Barnard. A separate library building had been erected in the city block then occupied by Columbia College between Madison and Fourth Avenues and Forty-ninth and Fiftieth Streets, and here Dewey rearranged the library on the decimal classification and set himself to modernizing it throughout. Around the main hall there was a gallery in which desks were provided for readers, and Dewey's ingenuity took the turn of providing on the rail of each desk a system of signals by which the reader might communicate to attendants below his need of writing material, as a black signal for ink, a white signal for paper and the like. Dewey's enterprise and innovations had the cordial support of President Barnard, but were too much for the ultra-conservatism of Rev. Dr. Morgan Dix, Rector of Trinity, who was chairman of the Administrative Committee, the college being then a thoroughly Episcopal institution.

The idea of a library school had already formed itself in Dewey's mind and he broached the plan at the Buffalo conference of the A. L. A. in 1883. The idea was so novel that it produced not a little shock, particularly in the mind of William F. Poole, who queried where such a school would get students, what they would study and what would be the good of it all. He said he did not want to throw cold water on the plan, but a more sympathetic member retorted that he had already thrown a whole pool! The conference, after debate, voted cordial approval and Dewey proposed to the Columbia trustees that such a school should be made a feature of the college. The plan received the support of President Barnard in his annual report of 1884.

When it developed that women would be admitted, Dr. Dix undertook to put a quietus on the scheme and caused a resolution to be passed denying to women the use of any recitation rooms in the college. But Dewey was not thus to be checkmated and by connivance of the sympathetic superintendent of the college buildings he had a storage room cleared out, fitted with desks and chairs, and the first library school was actually started Jan. 1, 1887, for a three months', extended to a four months', course and later expanded into a full two years' course though the first class, in fact, graduated in 1888. He invited the metropolitan press to send representatives to the opening, and it was said that Dr. Dix first had knowledge of what was actually happening by the accounts in the next morning's papers. But the school proved a success and opposition diminished, although when in 1889 Dewey went to Albany the trustees were perhaps more than willing that he should take the library school with him, as he did.

The New York State Library, of which for many years Dr. H. A. Homes had been librarian, needed fresh blood and Dewey was the man for the work. The appointment was in

the hands of that unique body, the Board of Regents of the University of the State of New York, a paper university not to be confounded with the actual University of the City of New York. The regents not only controlled the State Library but had supervisory jurisdiction over the educational organization of the state, including the granting of charters. Dewey became secretary of the Board of Regents and its executive officer and in that relation accomplished much useful work, including standardization and the correction of abuses in the medical schools granting degrees and thus making authorized practitioners. The Library School became a part of the State Library and so remained until 1926, when Columbia University welcomed it back as a part of the magnificent institution on Morningside Heights. The State Library took on new vigor, extending its functions and influence, perhaps not altogether to the satisfaction of the more conservative trustees.



Dewey at Twenty-three

Dewey had been afflicted with hay fever and in seeking relief he visited the Adirondacks and conceived the idea of starting at Lake Placid an establishment which would welcome not only sufferers from that tribulation but other visitors, especially librarians, on moderate lines and at reasonable expenditure. But moderation was not a part of Dewey's nature and presently the enlarging scheme, which became the Lake Placid Club, was worked up in his fertile mind. The enterprise was organized as a club instead of a hotel business and thus Dewey was enabled to insist on applying selective principles to would-be guests. This provoked ire in certain quarters and Dr. Leipziger took the battle, in behalf of his race, to Albany and fostered opposition to the state librarian on the ground that he was diverting his employment into other than state work. The Lake Placid Club had been started in 1895, but Dewey held the state position until 1906, when he retired to devote himself chiefly to the further development of the Club. Thence the work at Placid more and more engrossed him and he was less frequently seen at the national conference, but he never lost his interest in and helpfulness for library work. He was present at the Saratoga meeting in 1918, seemingly rather enfeebled in health, but thereafter he took a new lease of life and the old vigor returned.

Dewey's fertile mind had also planned a library organization, as the A. L. A. grew into membership of thousands, which would hold together the elder leaders and those of new promise in a more intimate association that should give opportunity for discussion of topics less interesting to the larger body. In 1904 there was a council meeting at Lake Placid at which Dewey broached this plan and proposed the organization of the American Library Institute. It met with approval, though not without some protest on the part of two or three members who thought it might either develop into a rival organization or else add to the diversion of time from regular library work. The Institute was really organized on the boat in the post-conference excursion to Alaska in 1905, succeeding the Portland conference, with Dewey as president.

The New York Library Club, the first of local library organizations, was another emanation from Dewey's fertile brain and was organized in June 1885, with Bowker as first president. At the twenty-fifth anniversary dinner he again presided, when the chief speaker was President Finley of the College of the City of New York, later Dewey's successor as executive of the Board of Regents, who as associate editor of the New York *Times* wrote the characteristic editorial in memory of Dewey which appeared in that daily on December 28 and is reprinted on another page.

The New York State Library Association followed in 1890, with Dewey as first presi-

dent, and from it developed "Library Week," which was in its early days regularly held at Lake Placid and after some wanderings on the part of the Association seems to have returned to a fixed location at Lake Placid.

The Lake Placid Club had more and more engrossed Dewey's interest and energy and grew with the years. The first purchase was a small residence called Bonnie Blink on the shore of Mirror Lake, around which was built the first clubhouse known as Lakeside. From that small beginning the Club has grown and grown and grown until today the property includes 10,600 acres, a score of important buildings, and altogether no less than 412 roofs, counting the farmhouses and barns on the farms which have one by one been added to the property. On the educational side there has been developed the Lake Placid Club Education Foundation, with a distinguished body of trustees, which has been endowed with a considerable block of club stock by Mr. and Mrs. Dewey and which later, it is planned, shall become the owner of Lake Placid Club South. In connection with the educational work, there has been established here the Northwood School, where already fourscore boys are having advantages of the most modern education. Another feature has been the Musical Festival which, beginning with a spring gathering of children and an autumn assemblage of musical grown-ups, has made Lake Placid musically famous. From it went out a musical missioner who organized music courses in other parts of the state and was later commissioned through a grant by the Rockefeller Foundation to take the work into other states, beginning with North Carolina. Finally, the current year is to witness the grand climax in the development of winter sports through the Olympic winter games at Lake Placid, for which Godfrey Dewey is committee chairman.

Annie Godfrey Dewey died in 1922, leaving one son Godfrey, who completed his education and obtained his doctorate at Harvard. Some years earlier Mrs. Emily McKay Beal had visited the Club as a member of an economic conference, had become interested in its work and had proved an efficient and sympathetic participant in its development. In 1924 she became Mrs. Dewey and throughout the succeeding seven years of happy association the two have done effective teamwork in all the activities of which the Club has been the center.

Dewey had been told by his physicians that to prolong his life and his work he must not be exposed to the rigors of the northern climate during the winter and that started him on a quest in Florida for an attractive site on which Lake Placid Club South might be established. Dewey found such a place in central Florida, on what in that state is high ground.

Lake Placid Club Across Mirror Lake

Lake Placid South

where a land company owned thousands upon thousands of acres, including many small lakes. Dewey's energy and eloquence enabled the land company to see that the development he had in mind would be a great asset for their landed property and they conveyed to him 3,000 acres, including seven lakes, one of which was renamed Lake Placid. There was a railway station here for a small village, near which was a commonplace building intended for a hotel but never opened. Mrs. Dewey planned for this two circular rooms at either end, one as the lounge, the other as the dining room, and turned the commonplace building into a characteristic and inviting clubhouse. Dewey brought about a grand transformation in this neighborhood by inducing the legislature to rechristen their town Lake Placid, by arranging with the railroad company to enlarge its station facilities and name the station Lake Placid and by bringing to his southern enterprise the prestige and resources of the northern one. The hotel, the first "loj," has now been given up and "Littl Loj" has been built on the border of the new Lake Placid as the first of a projected series of buildings which may still be worked out under the able generalship of Mrs. Dewey.

Here on the 10th of December, 1931, Dewey celebrated his eightieth birthday, as is elsewhere recorded, with greetings manifold from his northern friends, particularly his library associates, and from his southern neighbors of the Quest Society. Here sixteen days later death came to close this long and busy and effective life, and the brain which seemed workproof and timeproof gave way under cerebral hemorrhage. Cremation had always been one of the causes which he advocated, and his mortal body was reduced to ashes at Orlando and the urn brought to the chapel at Lake Placid North where it was placed in the crypt, with a simple burial service conducted by one of the chaplains of the Club. A wreath of laurel, the like of those sent not many weeks before for the burial of Thomas Alva Edison and of Daniel Chester French, was sent from the Bowker Woods at Stockbridge to honor the memory of Melvil Dewey, the Edison in the library field and the artist whose imagination working with Nature had created at Lake Placid an art work of magnificent proportions.

"M. D. of the D. C."

Some men can throw across a thwarting stream
A web of steel for humbler feet to tread.
Some men can play. Some men hear words unsaid.
Some men, through points whirled in a cunning scheme,
Can light a city; or direct a beam
Of thought through infinite space. What some have read
Can teach one how to better earn his bread;
One how to kindle an ennobling dream.

Some men can certain living lines rehearse—
And then make terrors live that shake the soul.
Some men, at even, when our world is still,
Can watch the birth-throes of a universe.
Some men can peer into a crystal bowl
And dictate life or death there at their will.

Some men can take a patient mass of clay,
And mold it into beauty. Some can weave
A gossamer of moonbeams. Some deceive
The eye with flowers that will ne'er decay
Because their brush has made them. One rare day
Some poet can sing a spell of magic words,
Pouring a rapture that out-lilts the birds.
Some men can solace hearts too bitter to pray.

But what of him who grasps what *all* men do,
And blends it into order? How of right
Give praise to him who knows the final norm
Of all mankind's endeavor? Who sees true
In all disorder's darkness one clear light,
And gives man's chaos of thought a reasoned form?

——FREMONT RIDER.

Nina E. Brown

MY RECOLLECTIONS of Mr. Dewey date back to his undergraduate days, when he lived on the same street on which I lived. Of course he did not remember me for college students pay no attention to little girls on the street.

When I went to Columbia to be a part of that second class, I was rejoiced at the absence of school atmosphere. It seemed to be a place where one might learn all one could with no pressure from above. I used to go to the Library at eight, the hour when the library opened. At nine the class work began with Miss Cutler teaching us cataloging. Later in the morning Mr. Dewey would come in, and until one, he would pour forth such a flood of information and history of library people and doings that I count myself fortunate in being one of those early ones to get the real inner history of the beginnings of the A. L. A. and of the personnel. I cannot believe that even the first class had as much of this as did the second, for the term was only three months, whereas our term was for the whole year.

One gift Mr. Dewey had, more than any one I ever knew. He roused the loyalty to the institution for which one worked. One might not like one's fellow worker, but that never stood in the way of doing the thing best for the library. I have been in more than one library, where the library might go to the dogs rather than cog the work with someone one did not like. Even one might not care for him, yet the work was done for the library's interest.

Frank P. Hill

THE MAN who led librarians out of the Wilderness and into the land flowing with milk and honey is no more. But his life history and works remain for our benefit. Dewey was a man of tremendous energy and enthusiasm. He had more schemes going, more irons in the fire at the same time than any man I ever knew. And how he could work—and get work out of others.

He was the planner and organizer: others carried out his plans.

He had a great faculty at gathering about him competent men and women.

At Amherst, with Walter Biscoe, he worked out the Dewey Decimal Classification.

In helping to organize the A. L. A. he had to meet and overcome the opposition of older and more experienced librarians.

The establishment of the Library Bureau was easily accomplished with the assistance of H. E. Davidson and W. E. Parker.

The Library Institute grew out of the feeling that there was a field which had not been cultivated, and which could be occupied by those a long time in the library profession who wanted to take up subjects not on A. L. A. programs.

Here, too, opposition was met from prominent librarians; but the idea appealed to so many that the project was successfully launched on the Alaska trip in 1905.

Simplified spelling is still used at the Lake Placid Club.

Launching the Lake Placid project Mr. Dewey had in mind to provide a Summer place where librarians and members of the teaching fraternity could enjoy a vacation at reasonable cost. It soon developed into a rich man's colony, but through its thirty-eight years of existence it has always offered low terms to librarians.

Dewey was a great believer in prohibition—of all sorts—resulting in rules that couldn't be

kept or enforced. One rule of the early days forbade smoking on the premises.

He was mortally afraid of fire, and had an excellent fire department. Every employee was instructed to yell "fire" whenever he saw smoke in unusual places. One day a boy saw smoke coming from a little boathouse on the lake shore, between Forest and Lakeside. He cried "fire" and started for Lakeside. Dewey met him, rushed back to the boathouse and there found four men, prominent in the educational world (and alive today) sitting on a wooden horse, smoking.

He said: "If men like you have to sneak away to smoke the rule will be cancelled."

From that day smoking has been permitted —by guests.

He gave in when it was to his advantage.

Lake Placid South was the result of an illness suffered by Dr. Dewey some five years ago.

His Doctor told him he couldn't live North in the Winter so his active brain conceived a club, patterned after the Adirondack house in the South, which today has every appearance of success.

Dr. Dewey was a many-sided man, full of ideas and very forceful and convincing as a speaker.

St. Clair McKelway, a member of the Board of Regents of the State of New York, once wrote of Dewey's convincing manner in this way, which I quote from memory:

"He was the only man I ever knew who would at a meeting of the Regents, present a policy for consideration and have it adopted unanimously; and who, at a meeting of the same Regents a month later would ask to have the matter re-considered, submit the other side of the case, convince the Regents that the opposite policy was the only one to be adopted, and then and there have that opposite policy adopted unanimously. That Melvil Dewey succeeded in doing many times."

The above quotation is a good place to end this hastily written story of Melvil Dewey.

Fremont Rider

FOR YEARS before I met him for the first time Melvil Dewey had been to me literally one "admired afar off," for I knew the tables of the "D.C." by heart before I was ten, and went to Albany mainly because there was "his" school! No wonder that I have always counted it one of my great privileges that for nearly two years I had the opportunity of working in close association with him. As with all really great men, close association involved no disillusionment. Unfortunately I came to him just as he was leaving active library work; for the Lake Placid Club was then opening its second phase—its development as a winter resort—and Mr. Dewey's interests were for those two years much more of Club than of "D. C."

To me the preponderant impression "M. D." always gave was one of superabundant mental vitality. Always, like Kipling's Sir Anthony Gloster, he was thinking "a leetle ahead o' the next." Always he was going ahead so fast and so far that, mentally (and sometimes financially), the rest of us were a little breathless trying to keep up. But it was a tremendously invigorating experience, as tonic as Placid's own bracing winter air.

"M. D." was always so alive that it seems difficult to think of him as otherwise. And, as a matter of fact, he is preeminently one of those who will always live—in their works. In my little contribution to his 80th birthday volume I suggested that his passing would mark the end of an epoch in librarianship, the end of the Golden Age of the profession. I still think that it does.

Arthur E. Bostwick

AT A LIBRARY MEETING at the Lake Placid Club several years ago, I was one of a party of librarians invited to take lunch at Mr. Dewey's house. At the table Mr. Dewey, in the course of conversation, related to us in detail what had taken place many years before when the faculty of Columbia University attempted to discipline him for an alleged infraction of the rules.

After he had told the story he added that he had never related it in minute detail before. As we left the house, Mr. Bowker remarked that it was a pity that a dictagraph had not been concealed under the table because Mr. Dewey would be very unlikely to repeat what he had said either orally or in writing.

This regret I now fully share because, of course, it is impossible for me to recall what was said word for word and I find that my memory falls very short of dictagraph accuracy.

The infraction of discipline for which Mr. Dewey was tried was the admission of women to the newly established library school. The by-laws of Columbia College rigidly excluded women from the campus. At this time Pres. F. A. P. Barnard, who was friendly to Mr.

Dewey, was on leave of absence, and the acting president was Prof. Drisler, who was unfriendly. It was at Acting President Drisler's instance that Mr. Dewey was summoned to show reason why he should not be disciplined for violating the by-laws.

Sometime before this, Mr. Dewey had noticed among the archives of the institution a very old volume of regulations, which apparently, though still in force, had not been read or used for years. With his usual thoroughness, Mr. Dewey read this volume through with care, believing that knowledge of it might prove useful at some time or other. This knowledge, he told us, saved him on this occasion. The old regulations gave the president of the university power to depart from any one of them when, in his opinion, it was desirable so to do.

Now it so happened that, although Mr. Dewey had not secured formal action on the part of President Barnard, he had mentioned to him his intention of admitting women to the library school and President Barnard showed interest and brought up no objections. If President Barnard would state that this tacit approval was his official action, this, together with the old by-laws, would evidently absolve Mr. Dewey.

He first produced the old volume, which had probably never been seen by those present, and read the regulation on which he relied. Acting President Drisler at once made the statement that he had not countenanced any action of the kind to which objection was now being made. Whereupon Mr. Dewey quickly rejoined, "The by-laws says nothing about the acting president. It specifically mentions the president only." "Well," said Prof. Drisler, "what action has President Barnard taken in the matter?" "You had better ask him," responded Mr. Dewey. At this point the proceedings evidently had to be adjourned until communication could be held with the absent president. Mr. Dewey confessed that he was not at all certain of the outcome, because he had nothing in writing from President Barnard, and it was quite possible that the president would state that he remembered nothing about the incident in question, or possibly he might repudiate what Mr. Dewey had said altogether.

But President Barnard was a good sport. He answered in writing that he recollected perfectly that Mr. Dewey had told him of his intention of admitting women to the library school and that he as president had approved that action.

This put an end to the proceedings against Mr. Dewey.

Although Mr. Dewey said nothing of any influence that this matter may have had on his subsequent action, I think most of us felt that it was an indication of some degree of hostility or unfriendliness on the part of some of the more conservative members of the faculty against what they regarded as Mr. Dewey's radical innovations. At any rate, it was not long after this incident that Mr. Dewey accepted the position of state librarian and removed the library school to Albany.

Dorkas Fellows

THIS WORK, with which Dr. Dewey's name is more closely identified than with any other of his numerous enterprises, is too well known to LIBRARY JOURNAL readers to need any description of its purpose and plan. At this time a statement on historic lines seems to be most appropriate.

Devised early in 1873, when its author (then only 21 years old) was a junior at Amherst, it revolutionized library administration by establishing in place of the old "fixed location" on shelves the principal of relative location, on which are based all subsequent classification systems, whatever differences there may be in grouping and notation. Tested for three years before being printed it was published in 1876 in a little volume of forty-two pages, from which it has steadily developed until in 1927 Ed. 12 appeared with 1243 pages, and Ed. 13 (to be published this year) will be still further enlarged, nearly every one of the ten classes being somewhat affected. Expansions have been the work of many hands, including libraries, societies and individual specialists, and before publication they are regularly submitted for criticism to experts in classification and in subject matter.

In 1896, after careful consideration of all existing classification systems, Decimal Classification was selected by the newly organized Institut International de Bibliographie at Brussels as being best adapted to that organization's projected universal subject bibliography, designed to cover all subjects in all languages in all periods of the world's history. Determining factors were: (1) Decimal Classification was of topics, independent of language or of synonyms by which expressed; (2) its notation (consisting solely of arabic numerals, used all over the world) was the only international language; (3) its decimal principle allowed indefinite intercalation. About ten years ago it received—so far as such a thing exists—the official world-stamp

of approval, through its adoption by League of Nations Library. Statistics published by A. L. A. in 1927 showed that over 96 per cent of the 1019 public libraries reporting were using D. C. and over 89 per cent of the 249 college and university libraries, while a British questionnaire disclosed that 53 per cent of the public libraries in England and Wales were using this system. Its use extends over every continent and many countries: in North America not only United States but other countries, countries in South America, many in Europe, and still more distant in Asia, Hawaii, Philippines, Java, Australia and Africa, and the tables are known to have been translated either wholly or in part into French, German, Dutch, Norwegian, Italian, Spanish, Portuguese, Russian, White Russian, Ruthenian, Bulgarian, Bohemian, Hungarian, Finnish, Chinese and Japanese. Also its use is not confined to libraries but extends to other organizations and to individuals in handling their business, professional and private collections of books, pamphlets, notes, correspondence, etc.

One of the most important recent developments is the inclusion on Library of Congress cards of D. C. numbers for books currently cataloged by L. C. The work of having cataloging and classification done at some central point instead of separately by each library was visioned by Dr. Dewey nearly sixty years ago, but in this matter, as in many others, he was far in advance of his time, and the seed planted in the distant past did not in this detail come to fruition till April, 1930 (less than two years ago) when under auspices of A. L. A. the work was inaugurated at Library of Congress, and since that time D. C. numbers have been assigned to over 53,000 titles and incalculable help has thereby been given to thousands of libraries.

Margaret Mann

MR. DEWEY, through his Decimal Classification, has given to librarians all over the world an aid which not only has solved the problem of book arrangement, but has helped to set standards for American methods, and has thereby placed this country in the first rank when the science of library work is under discussion.

The Decimal Classification was not limited to the allocation of books on the shelves; it also became a means by which catalogs could show the classified arrangement of subjects. The simple notation adopted for the classification scheme made it an easy matter to arrange cards in the catalog according to decimal numbers. To further advance the making of this classed catalog, Mr. Dewey edited a code of catalog rules entitled: *Rules for Author and Classed Catalogs as Used in Columbia College Library . . . With Bibliography of Catalog Rules* by M. S. Cutler. Added to this code were rules for accessioning and shelf-listing and the volume commonly known as *Library School Rules* was used for years, not only as a text-book in library schools, but as a guide to catalogers everywhere.

Through this code one had directions for making the author and subject cards which make up the classed catalog, and it is today the only book which gives definite guidance for the compilation of a catalog of this type. Six editions were issued, the last in 1899. Unfortunately, the work is now out of print.

In 1898 he issued another text called *Simplified Library School Rules*, which was also used by students of library science.

Mr. Dewey was a student at Amherst College when he conceived the idea of building a classification scheme. The classification volume, first printed in 1876 with a total of forty-two pages in an edition of 1000 copies has passed through twelve editions; the last printed in 1927 is a volume of 1243 pages.

The system is now in use in the majority of public libraries in the United States; in some of the large reference libraries, notably the John Crerar Library in Chicago, and in many universary libraries. It has also been adopted in many foreign countries where translations have been made.

Mr. Dewey extended the usefulness of his classification by granting in 1905 to the Institut International de Bibliographie of Brussels the right to translate and expand his work. This French edition soon found friends in many parts of Europe. In Belgium, France, Holland, Switzerland and England its adoption has been very generally accepted by government and specialized libraries, particularly in the field of science. It is also in use in Soviet Russia, certain parts of China, and other countries.

So useful has this translation become that a new edition was published in 1929 by the Institut with the cooperation of the Nederlandsch Instituut voor Documentatie (La Haye). This edition, in three volumes, commonly known as the *Brussels Classification*, furnishes a valuable guide for those libraries which find it necessary to expand the English edition. The tables cover 1532 double column pages, in comparison with 1243 single column pages of the latest edition of the American edition.

What of the future of this tool which is so essential to hundreds of libraries? Mr. Dewey had this in mind when in 1922 he gave all copyrights and control of all editions to the Lake Placid Club Educational Foundation. A committee of this body, working in consultation with A. L. A. committees and the Institut International de Bibliographie, holds the responsibility of perpetuating the work which has been in progress during the past fifty-six years.

It is the sincere wish of all librarians using his classification that the contributions so generously made by Mr. Dewey during his life time may continue to grow and maintain the progressive spirit which he always exercised.

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AN APPROPRIATE epitaph for the late Melvil Dewey would be the above notation used in his library decimal classification system to identify his book. It would suggest the outstanding contribution of his eager and wide-ranging mind. His system, which has come into almost universal use, is capacious enough to make a place for all the volumes that have been written and printed, and flexible enough to admit hereafter all the books of whose making there is no end. Millions upon millions bear his decimal brand, and he will no doubt share, both in public and private libraries, the immortality of works in prose or verse whose place on the shelves he has permanently decreed.

If the activities of this world-known librarian were all recorded it would be puzzling to know where in his scheme to list them. He deserves a place in Philology, though he would not be comfortable there unless it began with an "F," since one of his persistent interests was reformed spelling. So aggressively loyal was he to the "queer-looking" spelling that he invited the sneers of many who clung to the old spellings as to friends of their childhood. He himself must have suffered pain as a lover of words in seeing their mutilated faces, but he continued valiantly to advocate the reform. He is also entitled to be remembered under 640 (and especially 647.94) for his demonstration of efficiency in the management of a guest hotel or club. Again, his promotion of outdoor sports, and especially Winter sports in the Adirondacks, would justify his being honorably mentioned under 796.9.

Still other categories have a right to claim him, especially professional education in this State. He was one of the pioneers in bringing about better preparation and compulsory registration for certain professions, notably that of medicine. But when an adequate biography is written it will give him a permanent place in 920.2—the place reserved for the biographies of librarians. Every library card catalog is a monument to him. The late J. C. Dana of the Newark Library attributed to him the "art of classifying" which, with the aid of librarians, made the library "helpful to a thousand ends and tractable to the humblest worker." Dewey's part in establishing schools for training librarians and in organizing the American Library Association will keep him in the lasting gratitude of librarians.

—ED.—*New York Times*, Dec. 28, 1931.

Birthday Celebration

THERE WAS celebration in the north and in the south Thursday, December 10 to mark the 80th birthday of Dr. Melvil Dewey, founder of Lake Placid Club in the Adirondacks and of Lake Placid Club in Florida. Meanwhile, from all over the country, messages of congratulation poured in from Dr. Dewey's many friends and from those who have been his fellow workers during his extremely active life. Special recognition came from his large group of library friends honoring the originator of the Dewey Decimal Classification for libraries which is used all over the world, and paying homage to the founder of New York State Library School, the former secretary and executive officer of the University of the State of New York, one of the three founders and first managing editor of THE LIBRARY JOURNAL, and editor of *Library Notes*.

No one among his thousands of associates has failed to admire the indomitable courage, energy and foresight which have enabled Dr. Dewey to forge ahead where lesser men would have failed miserably, and to create institutions, organizations, and whole new ways of thought which will stand as enduring monuments to his memory, long after his contemporaries have faded from mind.

Dr. Dewey was himself present at the celebration at Lake Placid Club in Florida, which has become his winter residence. There, at the beautiful new group of club buildings overlooking the clear waters of Lake Placid.

from an estate which borders on seven freshwater lakes, a feature of the festivities was the planting of a large palm tree bearing a bronze marker, the gift of a group of officers, staff and employees of Lake Placid Club in the Adirondacks.

At Placid north, the chimes in Forest towers were rung at 6 o'clock. A huge birthday cake with eighty lighted candles was borne into Forest dining room at 7 o'clock while Dr. Dewey's favorite compositions were played on the organ, and everyone stood in tribute to the absent founder and honorary president of the Club.

The day's climax came as Dr. Dewey was enjoying a birthday dinner, when the Quest Society of Florida surprised him with an informal reception which had been arranged by connivance without his knowledge.

Scores of wellwishers were present in person for the informal celebration. William F. Yust, former librarian of the Rochester, N. Y., Public Library, now librarian at Rollins College, Winter Park, Florida, on behalf of the Alumni Association of the New York State Library School which Dr. Dewey founded, presented nearly 300 letters of congratulation from alumni of the school and other librarians now scattered through forty states and ten foreign countries, including the most notable figures of the library world. They were handsomely bound in morocco, handtooled in gold, with silk lining and fly pages. C. E. Crossland, superintendent of schools, Lake Wales, Florida, presented another collection of letters sent to the Quest Society from more than 100 notable figures from more than thirty states. Dr. Thomas G. Lee, Babson Park, Florida, president of the Quest Society, made an address extolling the story of Dr. Dewey's work and accomplishments, and an address by Florida's state librarian was read in the latter's absence. Dr. Dewey made a brief response of appreciation in a happy reminiscent vein, denying any great achievement and claiming only the rôle of pioneer.

Letters From the Presentation Volume

MY DEAR MELVIL DEWEY:

I do not myself rejoice in Anniversaries, nor in disclosure of them. But if you do I would not be missing in the general acclaim of your eightieth.

What surprises me is that the occasion finds us so nearly contemporary: with only a decade between us; for your activities were conspicuous long before mine had any significance.

What is no surprise is that, though in direction and emphasis our enthusiasms have varied, they have not failed of mutual respect, and where not cooperative have been at least complementary. For such service as they have rendered to libraries and to the profession our satisfaction can be mutual. And on this occasion I can especially rejoice that from your present pinnacle you can survey so long a retrospect of accomplishment, such a profusion of influence exerted, so many specific efforts come to fruition.

May there be fruition also for others still pending, and many a year of keen enjoyment before you pass to the land of completely simplified spelling.

Cordially yours,
HERBERT PUTNAM

•

THE ASSOCIATED alumni of the New York State Library School, through affirmative action by their Board of Directors, are pleased to sponsor the present sheaf of letters in recognition of your eightieth birthday and in honor and praise of a life work exceptionally inspiring in its variety, influence, significance and usefulness.

For a quarter-century I have had unusual opportunity to observe the amazing range and carrying power of those manifold library and educational activities initiated by you from forty-five to sixty years ago, close connection with which you surrendered in 1906.

It is my conviction that among them all, when measured in terms of influence, example and enduring accomplishment, first place must be accorded to that Library School which at Columbia and Albany for near half a century has furnished so notable a body of trained workers and library leaders, whose work has so splendidly exemplified wholesome standards and ideals in the formative days of a new profession.

It is therefore those of this group, who knew you at Albany and Columbia, that join with friends and associates in other times and projects in these anniversary messages. May you have many more years of health and happiness.

J. I. WYER
President
New York State Library School Association

MY DEAR MR. DEWEY:

It was one of the happiest and most fortunate days of my life when I first met you in the old library building of Columbia University, on 49th street, in 1885. Since then much water has run under the mill but from that date and to that meeting I owe most of the success that it has been my good fortune to acquire.

It gives me utmost pleasure to extend to you my heartiest congratulations on having safely passed through your seventh decade and to wish you still more years of happiness and usefulness.

Yours very sincerely,
GEORGE WATSON COLE

•

MY DEAR DEWEY:

I remember—it was in the year of the Kaaterskill meeting of the A. L. A., whenever that was—when I was your guest at Lake Placid (as wonderful a creative work in its way as the Decimal Classification), you told a gathering of librarians that you had selected Lake Placid as the one place in the United States where the mind would function at its best, and people live the longest. I was, I confess, sceptical at the time, but so far as your own person is concerned you have gone a long way towards vindicating your faith. To be eighty years of age and to be as alert as you are is no mean achievement. I trust you will keep it up, and reach at least one hundred, which is—as all the world knows—the number of divisions in the Decimal scheme. On behalf not only of myself but of the legion of your followers and admirers in this country I wish you all possible health and happiness, and a tranquility of spirit as bright and beautiful as the surface of that liquid mirror by which your days are passed.

Yours very sincerely,
L. STANLEY JAST

Reference Library
Piccadilly
Manchester

MY DEAR AND BEST FRIEND:

Twenty-six years passed since a lucky chance placed at our disposal a copy of your splendid classification system whose conception, as simple as practical, opened suddenly to us, not as librarians but as bibliographers, a road towards the aim we had in mind, the building of a universal catalog of the whole bulk of ideas men had, since centuries, tried to perpetuate in writing.

It was the fifth edition of the Decimal Classification, the now famous D. C. contrived early in 1873, published in 1876! The bibliographical needs required an infinitely expansible classifying system. The D. C. offered the ideal solution and events have substantiated your enthusiastic adherence to your ingenious scheme. From about 8000 items in 1894 the D. C. has grown to include in the C. D. 72,000 items in 1931, with possibilities of unlimited combinations of numbers overreaching many hundreds of millions! And D. C. and C. D. are conquering the world. You have to be proud of such a triumphal performance!

It was my fortunate privilege to meet you first at Saint Louis in 1904, and again at the Lake Placid Club during wartime and six years ago at Riversea. For my wife and myself those meetings were among the most charming and lovely occurrences of our lives. Too short, alas, and too rare! We are happy of the occasion your eightieth birthday offers us to recollect those remembrances as a most friendly token of our everlasting sympathy.

May we express to you, with our warmhearted congratulations and wishes, the hope that, somewhere in the wide world, we will soon have the opportunity of shaking again hands with you very affectionately.

H. LAFONTAINE

Secretary General of the International Institute of Bibliography

First Vice-President of the Senate of Belgium

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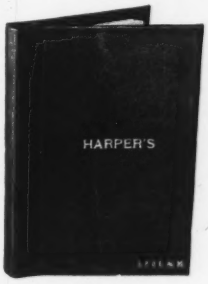

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